

Northumbria Research Link

Citation: Mann, Emily (2019) Holiday Provision: A mixed methods investigation of holiday clubs in terms of location, implementation, delivery and impact. Doctoral thesis, Northumbria University.

This version was downloaded from Northumbria Research Link:
<http://nrl.northumbria.ac.uk/id/eprint/39777/>

Northumbria University has developed Northumbria Research Link (NRL) to enable users to access the University's research output. Copyright © and moral rights for items on NRL are retained by the individual author(s) and/or other copyright owners. Single copies of full items can be reproduced, displayed or performed, and given to third parties in any format or medium for personal research or study, educational, or not-for-profit purposes without prior permission or charge, provided the authors, title and full bibliographic details are given, as well as a hyperlink and/or URL to the original metadata page. The content must not be changed in any way. Full items must not be sold commercially in any format or medium without formal permission of the copyright holder. The full policy is available online: <http://nrl.northumbria.ac.uk/policies.html>

Holiday Provision:

A mixed methods investigation of holiday clubs in terms of location, implementation, delivery and impact

E Mann

PhD

2019

Holiday Provision:

A mixed methods investigation of holiday clubs in terms of location, implementation, delivery and impact

Emily Mann

A thesis submitted in partial fulfilment of the requirements of Northumbria University at Newcastle for the degree of Doctor of Philosophy

Research undertaken in the Faculty of Health and Life Sciences

January 2019

ABSTRACT

The aim of the current thesis was to undertake a mixed methods investigation of holiday clubs looking at location, implementation, delivery and impact.

Study 1 presents a quantitative investigation into the location of holiday clubs and the types of organisations delivering holiday provision. The findings show a multitude of organisations are responsible for implementing and delivering holiday provision and highlights a grassroots approach has established to respond to the challenges of the school holidays and deliver holiday provision to families. Holiday clubs are typically located in the most economically deprived communities however, there are gaps in this provision.

Studies 2 and 3 provide a qualitative investigation to establish the overarching views on holiday provision from the perspectives of policymakers, key stakeholders, staff and holiday club users. Study 2 explores the views of policymakers and key stakeholders responsible for implementing and delivering programmes of holiday provision. The findings from Study 2 demonstrate that organisations have adopted a commission-led approach to deliver holiday provision and collaborate with a range of partners. Though barriers of implementing this provision were also highlighted. Study 3 explores the views of staff, parents and children on school holidays and holiday clubs. Findings from this study demonstrate that holiday clubs offer local support and provide a range of positive outcomes for staff, parents and children as well as the wider community.

Study 4 presents a quantitative investigation to examine whether community organisations delivering holiday clubs are able to support the nutritional needs of children during the school holidays. The findings from this study are mixed and demonstrate that holiday clubs can establish environments that promote healthy dietary behaviour, albeit rather limited, and reduce the consumption of high energy drinks.

The findings of this thesis highlight key areas of consideration for future research into holiday club provision, and for stakeholders involved in the implementation and delivery of holiday clubs.

CONTENTS

ABSTRACT.....	3
CONTENTS.....	4
LIST OF TABLES.....	9
LIST OF FIGURES	10
ACKNOWLEDGEMENTS.....	11
AUTHOR'S DECLARATION	12
CHAPTER 1: Introduction	13
1.1. Overview of the thesis.....	13
1.2. Rationale, aims and objectives.....	13
1.3. Literature review	14
1.3.1. Structure of the literature review	14
1.3.2. Definition and history of holiday provision.....	14
1.3.3. The need for holiday provision	16
1.3.3.1. Poverty rates and welfare reform.....	17
1.3.3.2. Food insecurity	19
1.3.3.3. The impact of low income on nutritional and health status of children	26
1.3.3.4. Children living in poverty	30
1.3.3.5. Parenting in poverty	31
1.3.3.6. School holidays and childcare provision	33
1.3.4. Local-level response to delivering holiday provision	34
1.3.4.1. Responsibilisation	35
1.3.4.2. Location of third sector initiatives	35
1.3.4.3. Volunteering	36
1.3.5. Policy developments in holiday provision.....	37
1.3.6. Research on holiday provision.....	38
1.3.7. Conclusion	41
CHAPTER 2: Methodology.....	43
2.1. Pragmatism	43
2.2. Mixed methods research design	43
2.2.1. Quantitative methods (Phases I & III)	45
2.2.1.1. Cross-sectional web-based survey.....	46
2.2.1.2. Food diary.....	48
2.2.2. Qualitative methods (Phase II).....	51
2.2.2.1. Grounded theory	51
2.2.2.2. Semi-structured interviews	53
2.2.2.3. Focus groups.....	54
2.2.2.4. Validity and reliability.....	58

2.3. Ethical considerations	59
2.4. Summary	60
CHAPTER 3: Holiday Provision Settings: A survey study examining how holiday clubs are delivered and where they are located	
3.1. Introduction.....	61
3.2. Part A: Location of holiday clubs and delivery of holiday provision	63
3.2.1. Study aims.....	63
3.2.2. Method	63
3.2.2.1. Participants.....	63
3.2.2.2. Online survey	64
3.2.2.3. Statistical analysis	64
3.2.3. Results.....	67
3.2.3.1. Location of holiday clubs	68
3.2.3.2. Perceived need for holiday provision	74
3.2.3.3. Type of organisations delivering holiday provision	75
3.2.3.4. Delivery of holiday provision.....	76
3.2.3.5. Accessing holiday provision	77
3.2.3.6. Challenges of delivering holiday provision.....	78
3.2.4. Discussion.....	78
3.3. Part B: Identifying potential change in holiday club provision	83
3.3.1. Study aims.....	83
3.3.2. Method	83
3.3.2.1. Participants.....	83
3.3.2.2. Online survey	84
3.3.2.3. Statistical analysis	84
3.3.3. Results.....	84
3.3.3.1. Potential growth in holiday provision	85
3.3.3.2. Food provision	86
3.3.3.3. Target demographic.....	87
3.3.3.4. Staffing of holiday clubs	87
3.2.4. Discussion	87
3.4. Concluding comments	89
CHAPTER 4: A qualitative investigation of the views of policymakers and key stakeholders involved in holiday provision	
4.1. Introduction.....	90
4.2. Method.....	92
4.2.1. Study design.....	92
4.2.2. Participants	90

4.2.3. Materials	93
4.2.4. Procedure	93
4.2.5. Analysis	93
4.3. Findings	94
4.3.1. Need for holiday provision	95
4.3.2. Delivering holiday provision	98
4.3.2.1. Development of holiday provision	98
4.3.2.2. Holiday club structure	101
4.3.2.3. Targeting families in need	103
4.3.3. Perceived outcomes	105
4.3.4. Challenges of delivering holiday provision	108
4.3.5. Future provision	112
4.3.5.1. Responsibility for holiday provision	112
4.3.5.2. Target demographic for holiday provision	115
4.4. Discussion	116
CHAPTER 5: A qualitative investigation of the views of staff, volunteers, parents and children participating in holiday clubs	123
5.1. Introduction.....	123
5.2. Method.....	124
5.2.1. Study design.....	125
5.2.2. Participants	125
5.2.3. Materials	127
5.2.4. Procedure	127
5.2.5. Analysis	128
5.3. Findings	128
5.3.1. Staff views of school holidays and holiday clubs	128
5.3.1.1. Need for holiday club provision	129
5.3.1.2. Delivery of holiday club provision	133
5.3.1.3. Perceived outcomes	135
5.3.2. Parents views of school holidays and holiday club provision.....	137
5.3.2.1. Challenges of school holidays	138
5.3.2.2. Motivations for attending holiday club	141
5.3.2.3. Structure of holiday club and provision offered	141
5.3.2.4. Perceived outcomes.....	142
5.3.3. Children's views on school holidays and holiday clubs	144
5.3.3.1. Home life in school holidays	145
5.3.3.2. Impression of holiday club	146
5.3.3.3. Perceived outcomes	147

5.4. Discussion	149
5.5. Conclusion.....	152
CHAPTER 6: An investigation of the food and drink intake of children attending holiday clubs in London	153
6.1. Introduction	153
6.2. Study aims.....	157
6.3. Method.....	158
6.3.1. Participants	158
6.3.2. Food diaries	162
6.3.3. Procedure	162
6.3.4. Observational notes	162
6.3.5. Coding of data	162
6.3.6. Statistical methods	164
6.4. Results.....	164
6.4.1. Comparative food and drink intake of children on a club day and non-club day ...	165
6.4.2. The effect of holiday club attendance on children's food and drink intake	165
6.4.3. Observational findings	168
6.5. Discussion	169
CHAPTER 7: General Discussion	174
7.1. Summary of objectives	174
7.2. Summary of findings	175
7.2.1. Need for holiday provision	176
7.2.2. Location of holiday clubs	179
7.2.3. Implementation of holiday clubs	180
7.2.4. Delivery of holiday clubs	182
7.2.5. Impact for parents, children and wider community	187
7.3. Implications for public policy	187
7.4. Further research	188
7.5. Concluding comments	189
APPENDICES	191
Appendix Ai: Example of email invitation for online survey participants in Study 1	192
Appendix Aii: Example of information and consent form for online survey participants in Study 1	192
Appendix Bi: Survey questions for Study 1 Part A	194
Appendix Bii: Survey questions for Study 1 Part B	199
Appendix C: Descriptive statistics for Study 1	202
Appendix Di: Policymaker and key stakeholder invite and information for Study 2	209
Appendix Dii: Policymaker and key stakeholder consent form for Study 2	212

Appendix Diii: Policymaker and key stakeholder debrief form for Study 2	213
Appendix E: Policymaker and key stakeholder interview schedule for Study 2	214
Appendix Fi: Key stakeholder interview transcript example.....	215
Appendix Fii: Policymaker interview transcript example	223
Appendix G: Example excerpts for themes and subthemes for Study 2	229
Appendix H: Holiday club provider invite letter	236
Appendix Ii: Holiday club staff and volunteer information for Study 3	237
Appendix Iii: Holiday club staff and volunteer consent form for Study 3	239
Appendix Iiii: Holiday club staff and volunteer debrief for Study 3	240
Appendix Iiv: Parent information for Study 3	241
Appendix Iv: Parent consent form for Study 3	243
Appendix Ivi: Parent debrief for Study 3	245
Appendix Ivii: Child information and consent form for Study 3	246
Appendix Ji: Holiday club volunteer interview schedule for Study 3	247
Appendix Jii: Holiday club staff interview schedule for Study 3	250
Appendix Jiii: Parent interview schedule for Study 3	251
Appendix Jiv: Children interview schedule for Study 3	252
Appendix Ki: Holiday Club staff interview transcript example	253
Appendix Kii: Holiday Club volunteer interview transcript example	256
Appendix Kiii: Parent interview transcript example	259
Appendix Kiv: Children focus group transcript example	261
Appendix Li: Example excerpts for themes and subthemes of staff and volunteers for Study 3 ..	264
Appendix Lii: Example excerpts for themes and subthemes of parents for Study 3	267
Appendix Liii: Example excerpts for themes and subthemes of children for Study 3	270
Appendix Mi: Parent information for young person focus group facilitator	272
Appendix Mii: Parent consent form for young person focus group facilitator	273
Appendix N: Young person focus group skills workshop presentation	274
Appendix O: Young person focus group information handout	292
Appendix P: Young person focus group pre- and post-workshop evaluation form	295
Appendix Q: Young person focus group pre- and post-workshop evaluation results	296
Appendix Ri: Organisational information and consent form for Study 4	297
Appendix Rii: Parent information and consent form for Study 4	299
Appendix Riii: Child information and consent form for Study 4	302
Appendix Riv: Child debrief form for Study 4	304
Appendix S: Child food diary for Study 4	305
Appendix T: Paper published in Local Environment	310
REFERENCES	322

LIST OF TABLES

Table 3.1. Number of respondents delivering or planning to deliver holiday provision in 2016.....	68
Table 3.2. Type of organisation delivering holiday clubs in England in 2016.....	68
Table 3.3. Neighbourhood comparison of holiday club versus non-holiday club in England LSOAs using difference of means tests	72
Table 3.4. Binary logistic regression predicting the presence of holiday hunger clubs within England neighbourhoods	73
Table 3.5. Number of respondents delivering or planning to deliver holiday provision in 2017.....	85
Table 4.1. Summary of roles of participants	92
Table 5.1. Characteristics of participating clubs	126
Table 6.1. Details and demographic information on location of holiday clubs.....	159
Table 6.2. Demographic information of the child participants	161
Table 6.3. Food intake categories	164
Table 6.4. Comparative food and drink intake of children on a club day and non-club day.....	165
Table 6.5. Median and range of food and drink intake on a non-club day versus a club day	167
Table 6.6. Two-tailed Wilcoxon signed-rank test comparing food and drink intake on a non-club day compared to a club day	167
Table 6.7. Details of food prepared and served at holiday clubs	169
Table 7.1. A summary of the main objectives and key findings	175
Table C1. Location and type of organisation delivering holiday provision	202
Table C2. Number of holiday clubs operated by an organisation and the school holidays when holiday clubs are delivered	202
Table C3. Crosstabulation of type of holiday scheme, location of holiday club and transportation by type of organisation delivering holiday club.....	203
Table C4. Types of partner agencies which organisations collaborate with to deliver holiday provision	204
Table C5. Types of activities and food provision delivered at holiday clubs	205
Table C6. Referral agencies used by holiday clubs	206
Table C7. Cost of accessing holiday club	206
Table C8. Number of organisations experiencing barriers with establishing holiday club	206
Table C9. Food provision at holiday clubs	207
Table C10. Attendance at holiday clubs	208
Table C11. Staffing at holiday clubs.....	208
Table Q1. Pre- and post-workshop evaluation results	296

LIST OF FIGURES

Figure 2.1. A visual model of the sequential mixed methods design.....	45
Figure 3.1. Location of holiday clubs in England by level of deprivation affecting children.....	69
Figure 3.2. Perceived needs for families and children in the community during the school holidays	75
Figure 3.3. Year in which organisations reported starting holiday provision (N=413)	85
Figure 3.4. A map to illustrate location of holiday clubs established before and after 2017 by IDACI	86
Figure 4.1. A model of themes of policymakers' and key stakeholders' views on holiday club provision	95
Figure 5.1. A model of themes of staff views on school holidays and holiday club provision.....	129
Figure 5.2. A model of themes of parents' views on school holidays and holiday club provision	138
Figure 5.3. A model of themes of children's views on school holidays and holiday club provision	145

ACKNOWLEDGEMENTS

Undertaking this PhD has been an extremely formative experience which would not have been possible without the support, guidance and encouragement from many people.

Firstly, I would like to thank my supervisory team, Professor Greta Defeyter, Professor Paul Stretesky and Dr Lucy Grimshaw, for their advice and assistance throughout my programme of research. I would like to express my sincere thanks to Greta for her encouragement and support and for stretching me beyond what I imagined was conceivable at the start of this programme of studies. I would like to extend my thanks to my colleagues at the Healthy Living Lab at Northumbria University for providing me with reassurance, advice and support.

I would also like to thank the many inspirational programme leaders I have met across the country, who are implementing and delivering holiday clubs. I am grateful for their assistance and support with this research.

Finally, I would like to thank my amazing family and friends who have provided a huge amount of encouragement, support and childcare throughout my research. A big thank you to my biggest cheerleaders, my husband, Simon, and sons, Ollie and Jake. Their continued enthusiasm and love have kept me focused and motivated.

AUTHOR'S DECLARATION

The findings from Study 1 (Chapter 3) were peer reviewed and have been published. A full version of the paper can be found at Appendix T.

Mann, E., Long, M. A., Stretesky, P. B., & Defeyter, M. A. (2018). A question of justice: Are holiday clubs serving the most deprived communities in England? *Local Environment*, 23(10), 1008–1022. <http://doi.org/10.1080/13549839.2018.1518415>

The findings from Study 1 (Chapter 3) were presented at an academic conference on food and poverty:

Mann, E., Long, M. A., Stretesky, P. B., & Defeyter, M. A. (April, 2018). Access to Holiday Clubs: Are they serving the most deprived communities in England? Paper presented at the Food and Poverty Conference, Kings College London

I declare that the work contained in this thesis has not been submitted for any other award and that it is all my own work. I also confirm that this work fully acknowledges opinions, ideas and contributions from the work of others.

Any ethical clearance for the research presented in this thesis has been approved. Approval has been sought and granted by Northumbria University Faculty of Health and Life Sciences Ethics Committee.

I declare that the word count of this Thesis is 81,855 words.

Name:

Signature:

Date:

CHAPTER 1: Introduction

1.1. Overview of the thesis

The term ‘holiday hunger’ has been used by politicians and the media to describe the hardship experienced by low-income families during the school holidays and the risk of children experiencing food insecurity - a situation that is thought to worsen during the school holidays in the absence of free school meal provision. Yet, it is considered that holiday hunger extends beyond solely those children reliant on free school meal provision; a recent report published by Feeding Britain (2017) estimated that three million children are at risk of holiday hunger with one million children living in families receiving benefits and a further two million children living in families experiencing in-work poverty (Forsey, 2017). Furthermore, holiday hunger increases the risk of food insecurity within the wider household as parents report skipping meals to feed their children (Defeyter, Graham, & Prince, 2015; Kellogg’s, 2015). In response to the issue of holiday hunger, hundreds of organisations have established holiday provision clubs across the UK to provide support to these families, with a principal aim to provide free food and activities (Forsey, 2017). Whilst it is evident that holiday provision has been framed by the media, politicians and grey literature through the lens of food insecurity, there is a lack of evidence relating to where this provision is located, whom it targets and what it offers. Thus, the scope of this thesis is to explore beyond the perceived risk of food insecurity and examine the wider context of the challenges the school holidays present and the need for holiday provision. This thesis will begin by setting out where holiday provision is located and how it is implemented and delivered in communities across the UK. The thesis then examines the perceived impacts of holiday provision beyond food provision in terms of social wellbeing for children, their families and the wider community, before examining the nutritional intake of children attending holiday clubs.

1.2. Rationale, aims and objectives

There is a paucity of academic research on holiday provision with much of the literature on this phenomenon derived from third sector organisations and all-party parliamentary groups. This thesis aims to make a unique contribution to the existing research by employing a mixed methods approach to explore the location, implementation, delivery and impact of holiday provision programmes across the UK. The following objectives underpin the four studies that comprise this thesis:

- i. Investigate the need for holiday provision using the views of policymakers, key stakeholders and holiday club users.
- ii. Examine the geographic location of holiday provision to determine if such provision is located in economically disadvantaged communities.
- iii. Explore the types of organisations implementing and delivering holiday provision and the approach of key stakeholders in delivering holiday clubs.

- iv. Explore the short-term impact of holiday clubs on the social and wellbeing outcomes of children, parents and wider community members.
- v. Investigate whether holiday club attendance improves children's dietary intake during the school summer holiday.

1.3. Literature review

1.3.1. Structure of the literature review

Holiday provision refers to the provision of free food and activities for children from low-income families during the school holidays (Feeding Britain, 2017). Thus, the term 'holiday provision' offers a wider focus than 'holiday hunger'. Whilst there have been a number of reports and publications on holiday provision by the third sector, the All-Party Parliamentary Group (APPG) on School Food and APPG on Hunger (see Forsey, 2017; Graham & Defeyter, 2014; McConnon, Morgan, Godwin, et al., 2017), there is a dearth of academic research in this area. This literature review will begin by examining the phenomenon of holiday provision and whom this provision is targeting. In the absence of academic research on holiday provision, the literature review will examine the context behind the development of holiday provision and review related theories from across a range of disciplines. Thus, it will explore the background for the rise in holiday provision, the need for this type of provision and potential challenges faced by low-income families during the school holidays. The literature review will examine the following themes: poverty and welfare; food insecurity and the effect of low income on the nutritional status of children; and families living in poverty. In the absence of policies or guidelines from central government regarding holiday provision, local authorities and community groups have responded to the perceived need for holiday provision by delivering food provision and activities at a local or regional level. The effect of addressing need at grassroots level has encouraged recent successive governments to decentralise provision away from the control of national government to local communities and neighbourhoods. The literature review will further explore themes relating to the role of third sector organisations in supporting vulnerable members of the community. The literature review will conclude with a critical discussion of the current literature on holiday provision.

1.3.2. Definition and history of holiday provision

There is no formal definition of the term 'holiday provision' but it has been widely referred to as the provision of free meals and activities during the school holiday to support low-income families (APPG on School Food, 2015; Feeding Britain, 2017). While a number of reports by the third sector highlight the need for holiday provision and illustrate a range of models of provision available, there is little academic research in the UK on the location of the clubs, delivery of provision and the efficacy of these programmes based on a number of outcomes. In the United States, summer nutrition programmes are well established and the Summer Nutrition Program, funded by the United States Department of Agriculture (USDA), provides nutritious meals and

snacks during the summer holidays to children who rely on free or reduced-price meals during school term time (Food Research and Action Center, 2017). This programme is delivered through schools, community groups, churches and recreational centres, and while the focus is to provide nutritious meals, many of these organisations also offer educational and enrichment activities (Food Research and Action Center, 2017).

In the UK, holiday provision has been framed through the lens of food insecurity and the need to support families who are reliant on free school meal provision and at risk of experiencing food insecurity during the school holidays when this provision is not available (Lambie-Mumford & Sims, 2018). This has led to concern that children from low-income families experience ‘holiday hunger’ (Graham, 2014). Graham, Crilley, Stretesky et al. (2016) define ‘holiday hunger’ as “the tendency for children to be unable to access an adequate supply of nutritious food during the school holidays” (Graham et al., 2016, p. 2). Whilst holiday hunger is an under-researched topic, there is evidence of this phenomenon since the introduction of school food provision at the beginning of the 20th century and throughout the 20th and 21st centuries. School food and free school meal (FSM) provision has been legislated in the UK since the introduction of the Education (School Meals) Act in 1906, which initially enabled local education authorities to provide FSM to the poorest children. Whilst the state did not originally provide funding to schools for food provision, this legislation enabled local education authorities to establish and fund school food provision through local taxes (The National Archives, n.d.). At the beginning of the 20th century, there was a need to address malnutrition in childhood through school food provision that arose from a concern about the availability of sufficient numbers of physically healthy young soldiers to fight in the Boer War. As a result by 1914, 158,000 children were receiving FSM provision (The National Archives, n.d.). There is evidence that holiday hunger was a concern for low-income households throughout the 20th century, and national newspapers documented the challenge of the school holidays and the risk of children experiencing malnutrition (Mills, 1996) and this was combined with a lack of statutory support from the state during the school holidays (Stevenson, 1973). In 1914, Fred Jowett MP first raised the issue of malnutrition in the school holidays in a speech to Parliament, following a study focussing on the weight and height measurements of children living in Bradford during the summer months. The findings from the experiment identified weight loss in children during the school holidays when they were not in receipt of FSM (UKPOL, n.d.). In response to the concern of holiday hunger, there is evidence that some local education authorities such as Manchester, Kirkby and Newcastle upon Tyne provided school holiday meals on an ad hoc basis throughout the 20th century to support the nutritional intake of children (The Guardian, 1964, 1972, 1976). Research conducted at the beginning of the 21st century demonstrated that holiday hunger remained a concern for low-income families. In 2004, a qualitative study on low-income families in South West England, conducted by Banardo’s, highlighted the phenomenon of holiday hunger. The findings from that study demonstrated that parents face increased financial pressure during the

school holidays to provide experiences and activities whilst, at the same time, there is no FSM provision for their children or additional income to buy food (Gill & Sharma, 2004). More recently, a survey commissioned by Kellogg's of parents (N=580) with a household income of £25,000 or less, and with school-aged children, illustrated that 60 per cent of parents (N=348) are not always able to buy food during the school holidays, and a third of parents (N=193) skipped meals so their children could eat (Kellogg's, 2015). In addition, the increase in financial pressures during the school holidays has a more widespread impact on the quality of children's lives as families lack money for entertainment, socialising and educational or developmental activities (Gill & Sharma, 2004; Kellogg's, 2015). The issue of holiday hunger has become more prevalent; a recent survey of head teachers of primary and secondary schools in the UK established that 46 per cent of head teachers (N=472) think that holiday hunger has increased over the last three years (NEU, 2018). Moreover, the phenomenon of holiday hunger has gained increasing political and media attention through the research and campaign work undertaken by APPG on School Food, APPG on Hunger and third sector organisations such as Feeding Britain and End Hunger¹. Following an inaugural national conference on holiday hunger in 2015, initiated by members of the APPG on School Food, ten guiding points were created to support organisations with the process of establishing holiday meal programmes. These guidelines provide information for organisations on policies, developing partnerships with a range of agencies and organisations to deliver holiday provision, and the type of provision to offer families.

In response to these calls for additional support for food and activities during the school holidays, a range of organisations are now delivering holiday provision to low-income families. Examples of these programmes include TLG Make Lunch, Kitchen Social, Cardiff Food and Fun and Holiday Kitchen. Whilst these are examples of some of the larger national or regional networks of holiday provision clubs operated by charities, local authorities, and housing associations, there are a range of third sector organisations operating on a smaller scale and delivering provision across the UK (APPG on School Food, 2015). As a result, there are a variety of models of holiday provision providing food, educational, enrichment and physical activities which are delivered from a variety of different settings (APPG on School Food, 2015).

1.3.3. The need for holiday provision

As explained in the previous section, whilst holiday provision provides free food to alleviate the risk of children experiencing holiday hunger, the majority of programmes are not simply child feeding schemes given that organisations provide a range of activities for children and sign post services for parents, such as debt management or employability skills training (Defeyter et al., 2015). This section of the literature review will focus on why holiday provision is needed by

¹ Further details of these organisations are available at <https://www.feedingbritain.org/> and <http://endhungeruk.org/>

examining poverty in the UK and the impact of the government's recent welfare reform and austerity measures on low-income families. An aspect of poverty is food insecurity and the literature review will explore this phenomenon and the third sector's response to it in the form of food projects and foodbanks. Furthermore, it will examine the effect of low income on the nutritional status of children. This section will end by examining the literature about families living in poverty and the impact of living in economically deprived communities.

1.3.3.1. Poverty rates and welfare reform

There are various definitions of poverty but most official definitions refer to relative poverty and the UK government uses the poverty measure of a household with less than 60 per cent of the median income (ONS, 2017). According to the ONS (2018), the median household income for 2018 is £28,400. Nevertheless, measures of deprivation differ from measures of income and, additionally, incorporate the resources people need to live in a society. The sociologist, Peter Townsend, examined relative deprivation and expanded the definition to cover a wide range of aspects of living standards. Townsend argued that "individuals, families, and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participate in the activities and have the living conditions and amenities which are customary, or at least widely encouraged or approved, in societies to which they belong" (Townsend, 1979, p. 31). Whilst poverty is an economic issue, it has negative physical and psychological consequences along with reduced educational and professional attainment outcomes (Fell & Hewstone, 2015). Thus, the practical impact for low-income families living in poverty relates to forgoing material needs as well as the wider impact of diminished educational chances, health and wellbeing (Child Poverty Alliance, 2014).

The Child Poverty Act 2010 was introduced by the Labour government with an aim to reduce child poverty rates by 2020. The Act was repealed in 2016 by the Conservative government and this target was abandoned. A recent report published by the Joseph Rowntree Foundation (2017) on poverty in the UK used government data to analyse current poverty figures and trends. Over the last two decades, there has been a fall in poverty rates among children from a third of children experiencing poverty in 1997 to 27 per cent in 2011/12. However, more recently, this trend is reversing and the number of children living in poverty increased to 30 per cent in 2015/16. This is equivalent to four million children living in poverty in the UK (Baranard, Kumar, Wenham, et al., 2017). Furthermore, the proportion of children living in relative poverty is expected to rise to 37 per cent by 2021/22 (McGuinness, 2017). Of the four million children currently living in poverty, 1.3 million live in workless households while 2.7 million live in working households. For working-age couples with children, there is a very low risk of poverty if both couples are in employment and at least one in full-time work. However, the risk of poverty increases if there is only one earner in the household or if they are employed in part-time work only (Baranard et al.,

2017). Over the last two decades, the group that has consistently experienced the highest poverty rates are lone parents and 46 per cent of this group lived in poverty in 2015/16 (Baranard et al., 2017). Poverty rates, among children in the UK, varies by ethnic groups and it is highest among Bangladeshi, Pakistani, Black and Chinese ethnic groups compared to Indian or White ethnic groups (Baranard et al., 2017). The Office of National Statistics (ONS) publishes an analysis of persistent poverty² in the UK and EU. Whilst the UK has one of the lowest levels of persistent poverty rates in the EU with 7.3 per cent of the population experiencing continuous poverty in 2015, 30.2 per cent of the UK population has experienced short-term poverty in at least one year between 2012 and 2015 (ONS, 2017).

Baranard et al. (2017) argue that the fall in poverty rates over the last two decades was a result of support by the previous Labour government in the form of benefits, the introduction of tax credits for low earners and an increasing employment rate, particularly for lone-parent families. Since 2010, the Conservative-Liberal Democrat Coalition government and subsequent Conservative governments, have introduced a series of welfare reforms, with the aim of reducing spending on welfare support. These reforms include the introduction of a new benefits system, Universal Credit, which replaced six previous means-tested welfare benefits with one payment, and the introduction of a 'benefits cap' on the overall amount it is possible to receive. The Universal Credit payment is calculated and paid monthly and the payment varies depending on the claimant's earnings from the previous month. Moreover, it is received on the basis of a commitment from the claimant to participate in job searching and training, and payment sanctions are enforced for non-compliance (Dwyer & Wright, 2017). The rollout of Universal Credit began during 2018 across regions of the UK although it has been widely criticised for the financial hardship experienced by claimants moving to the new benefit and the effect of welfare conditionality on claimants' health (Taggart, Speed, & Mehta, 2018; Wright, Scullion, & Dwyer, 2018). Additional welfare reforms include changes to welfare for families with more than two children. Consequently, households claiming Child Tax Credit or Universal Credit, which have a third or subsequent child born after 6 April 2017, are unable to claim child benefit worth £2,780 a year for these children (National Audit Office, 2018). Baranard et al. (2017) highlight that the recent reversal of the falling poverty trend is a result of the reduction of and changes to welfare support, the introduction of Universal Credit and a freeze on in- and out-of-work benefits since April 2016. These changes have been exacerbated by increases in housing costs, particularly for families living in private housing, and the rise in the cost of food, fuel and childcare set against low earnings growth in the UK since the early 2000s (Baranard et al., 2017; Joyce, 2018). A study by Beatty and Fothergill (2014) illustrated that these welfare reforms affect a wide range of low-income and out-of-work households. In their paper, Beatty and Fothergill (2014) mapped three distinct areas where the

² The ONS defines persistent poverty as being in poverty in the current year and at least two out of the three preceding years.

reforms have had the greatest effect: the older industrial areas of England, Scotland and Wales where industry has not been replaced; a number of seaside towns with high levels of worklessness; and a number of London boroughs where poorer residents are concentrated into specific areas and rents are high. Furthermore, there exists increasing evidence of people turning to charitable providers and foodbanks for assistance (Dowler & Lambie-Mumford, 2015; Lambie-Mumford, 2013). Lambie-Mumford (2013) argues that the rise in foodbanks and foodbank use is a reflection of an increasingly leaner welfare state and the need for support from the charitable sector. The UK's largest foodbank network, Trussell Trust, reported an association between the rollout of Universal Credit and the rise in demand for foodbank support in an area (Trussell Trust, 2018a). Moreover, it is evident that foodbanks are playing an increasing role in the provision of emergency food parcels for families with children and particularly in areas where childhood deprivation is high (Lambie-Mumford & Green, 2017).

1.3.3.2. Food insecurity

Food insecurity is an aspect of poverty and the literature review will now explore the research on food insecurity in the UK and the factors that give rise to households becoming food insecure. The literature review will examine the effect low income has on the nutritional status of children and existing policies which help to mitigate food insecurity for low-income households with school-aged children, during term time. In the absence of a national policy to address food insecurity, this section will explore the community response to hunger and the development of emergency food provision by third sector organisations.

Food security is defined by the Food and Agriculture Organisation of the United Nations (FAO) as a condition that is achieved “when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life” (FAO, 2015, p. 53). The American Institute of Nutrition has further expanded this definition to include “at a minimum: a) the ready availability of nutritionally adequate safe foods, and b) the assured ability to acquire acceptable foods in socially acceptable ways (e.g., without resorting to emergency food supplies, scavenging, stealing and other coping strategies). Food insecurity exists whenever the availability of nutritionally adequate and safe foods or the ability to acquire acceptable foods in socially acceptable ways is limited or uncertain” (Anderson, 1990, p. 1560). In the UK there is no official government definition for food (in)security and the American Institute of Nutrition's definition has been widely used by academics, such as Dowler and Lambie-Mumford, researching food insecurity in the UK (see Dowler & Lambie-Mumford, 2015). In the UK, the terms ‘food insecurity’, ‘food poverty’ and ‘hunger’ are often used interchangeably.

The UK government does not currently measure the proportion of the population living in food insecure households. Nevertheless, the latest Food and You Survey (Wave 4) commissioned by the Food Standards Agency, included food insecurity questions developed by the United States Department of Agriculture (USDA) Economic Research Service which monitors household food insecurity in the United States (Bates, Roberts, Lepps, et al., 2017). The Food and You Survey is a representative biennial survey of adults living in households in England, Wales and Northern Ireland, which aims to understand behaviours around how food is bought, stored, prepared and eaten. In Wave 4 of the Food and You Survey, conducted in 2016, ten survey questions from the USDA on household food insecurity were included and respondents were asked if they had enough money for food or had to skip meals. If households respond positively to three or more questions on food insecurity, they are classified as food insecure. Findings from the Wave 4 survey indicated that 79 per cent of respondents live in high food secure households, 13 per cent of respondents live in marginally food secure households and 8 per cent lived in low or very low food secure households. Although this is a national survey, it does not include data of people living in Scotland nor people who are homeless or living in temporary accommodation who may be more at risk of food insecurity (Bates et al., 2017). Nevertheless, this is the first time that this measure, using the USDA food security question format, has been included in a national survey and whilst it does not include Scotland, it provides an initial understanding of the number of households at risk of food insecurity. A survey conducted by Gallup World Poll in 2014/15 on behalf of UNICEF estimated food insecurity among households with children under the age of 15 years across 147 countries (Pereira, Handa, & Holmqvist, 2017). Within the UK, UNICEF estimated that 20 per cent of children under the age of 15 years live in households where, over the past 12 months, there has not been enough money to buy food (Pereira et al., 2017).

Dowler, Turner and Dobson (2001) outline three contributing factors of food insecurity that affect communities, households and individuals: food affordability and sufficient income to purchase food; availability and accessibility of local shops that sell a range of food at reasonable prices; and knowledge and skills of food and cooking. It is recognised that food insecurity is becoming an increasing concern as a result of increased poverty, stagnant low wages, changes to the welfare system and volatile food prices (Lambie-Mumford & Dowler, 2015). The Food Statistics Pocketbook, published annually by the Department for Environment, Food and Rural Affairs (DEFRA), monitors food pricing and expenditure on food. Food prices have been volatile since 2007 and food prices rose by 11.5 per cent in real terms between 2007 and 2014, exerting pressure on household budgets. Nevertheless, food prices have since fallen and the real term increase between 2007 and 2017 is 4.1 per cent (DEFRA, 2017). DEFRA (2017) highlighted that fluctuations in food prices have the greatest impact on low-income households³ as these households spend a greater proportion of their income on food: for households in the lowest 20 per cent by

³ DEFRA defines low income as 60 per cent of the median for that year.

equivalised income, 16 per cent of their household budget is spent on food, compared to 10.7 per cent spent by the average UK household. Whilst there has been volatility in food prices over the last decade, wage inflation has remained low and further increased pressure on household budgets; whilst the median weekly income (after housing costs) increased by 3.2 per cent between 2007 and 2015 (from £463.57 to £480.54), the weekly income (after housing costs) for the fifth lowest percentile increased by only 1.7 per cent (from £105.79 to £107.57) (Cribb, Hood, Joyce, et al., 2017). Additional pressure on household budgets has impacted the purchasing behaviour of consumers. In 2015, the average UK household purchased 7.2 per cent less food than in 2007 but spent 16 per cent more on food; however, households in income decile group one (the lowest 10 per cent of the income distribution) purchased 2.6 per cent less food but spent 26 per cent more on food (DEFRA, 2017). A study by Jones, Conklin, Suhrcke and colleagues (2014) examined the prices of food items in the UK between the period of 2002 and 2012 using the Eatwell Guide⁴ and the Department of Health's scoring of healthy and less healthy foods. The study demonstrated an increase in all food prices based on the mean price per 1,000 kcal, between 2007 and 2012, with fruit and vegetables being the most expensive food items and carbohydrates the least expensive (Jones et al., 2014). Furthermore, the study illustrated a price differentiation between more healthy and less healthy items; the mean price per 1,000 kcal for foods categorised as more healthy is £7.49 compared to a mean price of £2.50 for less healthy items. Whilst the study did illustrate price differentiations for healthy and less healthy food items, there are limitations to this study. First, it only looked at food items included in the Consumer Price Index which includes a limited range of food types and does not necessarily reflect the types of food purchased by ethnicity or availability by region or outlet; for example, it does not include foods such as dried lentils, beans or couscous (Bowyer, Caraher, Eilbert, et al., 2009; Gooding, 2012). Second, the study did not examine the cost of observed diets nor did it include the cost of preparing meals. Third, since this study was published, there has been a fall in the price of food and the study may not reflect the lived experiences of people in 2018. Furthermore, although Jones and colleagues (2014) illustrated the high cost of fruit and vegetables, data from the Food Pocketbook, published by the Department for Environment, Food and Rural Affairs (DEFRA), highlighted that whilst the average UK household purchased 15 per cent less fruit in 2015 compared to 2007, the lowest income households (in decile one) purchased 1 per cent more fruit during this period (DEFRA, 2017).

Findings from the recent Food and You Survey Wave 4 (2017) illustrated that households have changed their food purchases due to financial concerns; 43 per cent of respondents have made at least one change in their buying or eating arrangements because of financial reasons. Changes that people have made include purchasing more items on special offer, shopping elsewhere for cheaper alternatives and eating out less (Bates et al., 2017). In 2007, the Low Income Diet and Nutrition Survey was conducted on the food shopping habits, food preparation, dietary intake and barriers to

⁴ A tool developed by the Department of Health to define a healthy diet.

healthy eating of low-income households in the UK (Nelson, Erens, Bates, et al., 2007). Findings from that national survey illustrated that food choice and food purchases are affected by price, value, money and availability of food and that having more money may facilitate changes to the diet. Eating healthily was considered important for the majority of respondents and 60 per cent of parents or carers would have liked to change their children's diets; with more money, parents and carers cited that they would be able to purchase more fruit and vegetables (Nelson et al., 2007). These data support findings from an ethnographic study of clients, including families, at a foodbank conducted by Garthwaite, Collins and Bamba (2015). It found that foodbank users are aware of what constitutes a healthy diet but for financial reasons are unable to make these choices. As a result of the cost of food, families using foodbanks employ strategies to reduce spend on food items and these include shopping around for the cheapest food items and purchasing more energy-dense, poor-quality, processed foods.

Whilst research and data from national surveys demonstrated that the price of food is a barrier to accessing a healthy diet, it has been suggested that residents of deprived communities lack direct access to affordable, healthy food items, a term known as 'food deserts' (Wrigley, 2002). Since the 1980s, there have been changes to grocery retailing with larger outlets created in out-of-town areas contributing to the closure of smaller, independent stores in urban areas (Clarke, Eyre, & Guy, 2002; Wrigley, 2002). Clarke et al. (2002) conducted a study on food deserts in British cities and illustrated that a lack of access to good quality and affordable food exists in UK cities such as Cardiff, Leeds and Bradford. Nevertheless Beaulac, Kristjansson and Cummins (2009) have also completed a review of the literature on food deserts and argued that whilst there is evidence of food deserts existing in the United States, the phenomenon does not exist to any great extent in other high income countries. Furthermore, a study by Cummins and Macintyre (2002) examined the price and availability of 57 food items in Greater Glasgow which illustrated that prices do not vary greatly between more and less affluent areas. However the study conducted by Cummins and Macintyre highlighted that prices of some high-energy-dense food items are lower in the more deprived areas of Glasgow illustrating that nutritionally poor food is discounted and marketed in more deprived areas of the city to low-income households. A recent study published by the Social Market Foundation identified that 8 per cent of deprived areas in England and Wales could be categorised as food deserts. This is equivalent to 1.2 million people living in deprived areas with no access to local stores selling healthy, affordable food (Corfe, 2018). Furthermore, Ginn, Majumdar, Carr and colleagues (2016) examined the affordability and availability of a healthy diet in a multicultural area of central London and illustrated the strategies that consumers would need to adopt to purchase healthy, affordable food. The researchers developed a 'Healthy Food Basket' (HFB) for a variety of ethnic minority diets and mapped the affordability, physical access and availability of food items from the HFB. Whilst the items of the HFB are available locally for multicultural low-income households, the price of vegetables, fruit and lean protein represented

between 57 per cent and 63 per cent of the total basket cost. To purchase the cheapest basket, consumers would need to shop around by using markets, large supermarkets and online retailers and avoid the small supermarkets or convenience stores which often charge higher prices (Ginn et al., 2016). But such strategies require time, literacy and numeracy skills as well as access to public transport and the internet, and a lack of these resources and skills can be a further barrier for low-income households.

As with poverty, food insecurity is multifaceted and is experienced in different ways by different people and different households (Aceves-Martins, Cruickshank, Fraser, et al., 2018; Lambie-Mumford, 2017). In response to the challenge of purchasing enough food, previous research has illustrated that families adopt a range of coping strategies which include buying cheaper or nutritionally-poor food (Harvey, 2016), parents skipping meals to ensure their children are fed (Defeyter, Graham, Walton, et al., 2010; Gordon, Mack, Lansley, et al., 2013; Harvey, 2016), parents reducing portion sizes (Harvey, 2016) or children skipping meals (Harvey, 2016). Furthermore, previous research shows that the lived experience of food insecurity goes beyond nutritional intake and influences wider social interactions; for example, children are not able to invite friends for tea or go out for meals (Aceves-Martins et al., 2018; Dowler et al., 2001; Lambie-Mumford, 2017). Thus, research on food insecurity has demonstrated that it can affect children in a number of ways: cognitive (awareness of household food insecurity), emotional (feelings associated with food insecurity), physical (experience hunger, weakness or tiredness from lack of nutritious food), and behavioural (protecting family members from food insecurity) (Aceves-Martins et al., 2018).

Under the United Nations' Universal Declaration of Human Rights and subsequent covenants, signatory states are required to meet their obligation to respect the access of an individual's right to food and not undertake measures to prevent access, i.e. the removal of social security entitlements (Dowler & O'Connor, 2011). Thus, signatory states are required to protect an individual's right by preventing industry or individuals from depriving others of access to food and from fulfilling this right (Dowler & O'Connor, 2011). Well established critiques on the right to food, food poverty and social justice have demonstrated that a downstream response to food insecurity in neo-liberal societies, with the development of local food projects and foodbanks, has absolved the state's responsibilities (Dowler & Connor, 2011; Poppendieck, 1998; Riches, 1997). Riches, (1997) argues that, since the 1980s and 1990s, countries in the global north, such as the UK, USA, Canada, New Zealand and Australia, have pursued economic restructuring and liberalisation of their markets resulting in high rates of unemployment, underemployment and growing inequality in wealth distribution. Governments from these countries have reduced welfare support and devolved responsibility from national to local level, allowing churches and the voluntary sector to fill the gaps. Thus, the responsibility of food security has become that of the individual rather than the

state (Riches, 1997). Furthermore, Riches argues that the prevalence of foodbanks allows society to believe that the problem of food insecurity is being addressed by deflecting attention away from central government. In the US, Poppendieck (1998) claims that, as a result of inadequate provision of social welfare together with periods of recession and increased unemployment, foodbanks have become increasingly more prevalent and a socially accepted method of dealing with food insecurity (Poppendieck, 1998).

In the absence of a national policy in the UK to measure food poverty, there is currently no financial package providing welfare assistance to households experiencing food insecurity. Dowler and Caraher (2003) argue that food and nutrition policy in the UK has focussed on personal behaviour and that food is considered a lifestyle choice rather than a basic entitlement such as other utilities, e.g. water and energy, which are regulated. Therefore, there is no statutory provision for shops to sell affordable healthy foods (Dowler & Caraher, 2003). The work on food justice in the UK has focused on the rise in food poverty and the response of communities to this issue (Kneafsey, Owen, Bos, et al., 2017). There has been a community response to hunger for some time in the UK with the development of local food projects; examples include community garden clubs, food cooperatives, community cafes, breakfast clubs and holiday clubs (Dowler & Caraher, 2003). Scholars argue that communities and the most marginalised in society should be at the forefront of addressing these injustices and play a significant role at the grassroots level (Kneafsey et al., 2017). Whilst these local food projects help to build skills and capacity within a community, Kneafsey et al. (2017) highlighted a number of challenges for these initiatives which include the piecemeal delivery of services, a failure to meet the needs of the most marginalised communities as well as the challenge for community groups to secure funding (Kneafsey et al., 2017).

In response to changes to welfare, volatile food pricing and pressures on household budgets for low-income households, faith groups and charitable initiatives are providing food aid and assistance to individuals in need. This type of emergency food provision is a more recent phenomenon in the UK compared to the US and Canada where it is well-established (Lambie-Mumford & Dowler, 2015). Food aid or emergency food provision has been defined, in a recent report commissioned by DEFRA, as “an umbrella term encompassing a range of large-scale and small local activities aiming to help people meet food needs, often on a short term basis during crisis or immediate difficulty; more broadly they contribute to relieving symptoms of household or individual-level food insecurity and poverty” (Lambie-Mumford, Crossley, Jensen, et al., 2014, p. iv).

There has been a notable rise in emergency food provision in the UK. The Trussell Trust is the largest UK foodbank network. Established in 1997, the Trussell Trust now has a network of over 400 foodbanks providing three-days’ worth of emergency food and assistance to people (Trussell

Trust, 2018b). The Trussell Trust collects data on foodbank clients, including the reason for referral to a foodbank, and has found that the three main reasons for foodbank referrals are low income, benefit delays and benefit changes, which accounted for 69 per cent of all referrals in 2016-17 (Trussell Trust, 2018b). Their data, therefore, suggests that changes to welfare implemented by recent governments have impacted on the ability for people on low income to adequately feed themselves. Research by Loopstra, Fledderjohann, Reeves and colleagues (2016) further illustrated that government policies may increase or reduce secure access to food by changing access to social security income. Using data from the Trussell Trust of the number of food parcels provided by area and benefit sanctions applied by local authorities, the authors argue that there is a relationship between the number of benefit sanctions applied by local authorities and the number of adults receiving emergency food parcels: as sanctions rose, the number of food parcels distributed rose (Loopstra et al., 2016). Lambie-Mumford (2017) argues that whilst foodbanks help to relieve the symptoms of food insecurity, they fail to address the root causes of low income or the changes or delays to benefit payments. In addition to foodbank referrals based on low income and welfare changes, in 2016/17 the Trussell Trust provided 9,354 parcels to families during the school holidays as a result of a lack of school meal provision (Trussell Trust, 2018b). Furthermore, Lambie-Mumford and Green (2017) identified that foodbanks are playing an increasing role in the provision of emergency food parcels for children and particularly in areas where childhood deprivation is high. Despite research illustrating an increasing demand for foodbanks, a recent study undertaken on foodbank usage in Canada by Loopstra and Tarasuk (2015), demonstrated that foodbank usage is a poor indicator of food insecurity as it underestimates the number and nature of people experiencing food insecurity at a household level. Furthermore, findings from ethnographic studies in the UK have illustrated that there exists a stigma associated with attending foodbanks, and that the referral system adopted by many foodbanks fails to reach all families in need (Caplan, 2015; Garthwaite, 2017). In addition to the distribution of three-day emergency food parcels, the Trussell Trust offers additional support to low-income households beyond relieving the symptoms of food insecurity, and therefore differ from other emergency food providers. The Trussell Trust has developed a 'More Than Food' programme to develop community hubs at foodbanks and offer support and advice to people with debt management and budgeting as well as developing cookery and nutrition skills (Trussell Trust, 2018b).

Whilst the UK government does not currently measure the food security status of households, 8 per cent of the population live in low or very low food-secure households (Bates et al., 2017) and one fifth of children live in households where there has not been enough money to buy food (Pereira et al., 2017). This section has discussed the availability and affordability of healthy food items and the challenge of feeding households on a low income. This section has also examined food choices at a household level and illustrated that access to reasonably priced food can act as a barrier to accessing a healthy diet. In response to the risk of families experiencing food insecurity and in the

absence of state support, grassroots initiatives have emerged, such as foodbanks and local food projects, to support the most vulnerable in society. This third sector help appears to have become the accepted norm by both society and government institutions who have devolved their responsibilities. The next section will turn to the nutritional intake of low-income families and examine the impact of low income on the nutritional status of children.

1.3.3.3. The impact of low income on nutritional and health status of children

Nutrition is important to health, and poor or inadequate diets can lead to health problems including obesity, diabetes and other dietary related diseases (Darmon & Drewnowski, 2008; Kell & Roycroft, 2015). The US and Canada use food security measures in their national surveys to assess populations at risk of food insecurity. These studies from North America illustrated that food insecurity has a negative impact on a range of outcomes for children and their families including health (Alaimo, Olson, Frongillo, et al., 2001; Martin, Maddocks, Chen, et al., 2016), anxiety and stress (Weinreb, Wehler, Perloff, et al., 2002) as well as poor educational attainment (Alaimo, Olson, & Frongillo, 2001; Jyoti, Frongillo, Jones, et al., 2005). A Canadian study using data from the Canadian Community Health Survey (N=100,401) found an association between mental illness and food insecurity; mental illness is more evident amongst women than men living in food insecure households (Martin et al., 2016). Children living in food insecure households are also found to have poor mental and physical health; a study in Massachusetts, US, found a relationship between severe child hunger and poor physical and mental health for pre-school and school-aged children living in food insecure households (Weinreb et al., 2002). The relationship between food insecurity and children's health was supported by research undertaken by Alaimo, Olson, Frongillo et al. (2001) using data from a US national health survey, the Third National Health and Nutrition Examination Survey (NHANES). A representative study of pre-school children (N=6,154) and school-aged children (N=5,667) showed that children from households which either lacked adequate food or are food insecure are more likely to have a poor health status and iron deficiency (Alaimo, Olson, Frongillo, et al., 2001). Nevertheless, these findings did not demonstrate a causal link between food insecurity and health as low-income families may not be able to access or afford health care in the US. Food insecurity is also known to affect children's academic attainment and social skills; Alaimo, Olson, and Frongillo (2001) used data from NHANES (N=3,286), to demonstrate that children from food insecure households obtain lower scores in maths, are more likely to repeat an academic year and have problems socialising with their peers. Using longitudinal data in the US, Jyoti, Frongillo, Jones, and colleagues (2005) illustrated a relationship between food insecurity, educational attainment and social skills in kindergarten-aged children; data from the Early Childhood Longitudinal Study Cohort (N=21,000) illustrated that food insecurity predicted reduced academic attainment for maths and reading in boys and girls, a decline in social skills for boys, and an increase in weight and BMI gain in girls (Jyoti et al., 2005). Whilst

there are a number of studies in the US and Canada linking food insecurity and children's outcomes, there is currently little research in the UK on food poverty and children's outcomes.

In the absence of academic studies on eating behaviours of children in the UK during the school holidays, this thesis will draw upon existing research focusing on the diets of children living in families with a low socioeconomic status. A recent report, published by the British Medical Association, highlighted that children are consuming too little fruit, vegetables, fibre and oily fish and too much saturated fat, added sugars and salt which can increase risk factors of long term health conditions including cardiovascular disease, type II diabetes, obesity and other nutritional deficiencies (Kell & Roycroft, 2015). Using data from the Health Behaviour in School Aged Children Survey, Simon, Owen, O'Connell et al. (2018) demonstrated that a social gradient in health and diet intake is evident in teenagers in the UK – young people from low-income families consume less healthy diets than their more affluent peers. Kell and Roycroft (2015) highlighted the importance of establishing good eating behaviours in children to promote positive lifelong food choices and argue that this can only be established by “an environment that enables, promotes and sustains healthy choices” (Kell & Roycroft, 2015, p. 11). The influences on children and young people's diets include a knowledge of nutrition and cooking skills, the influence of their peers and the access to and availability of healthy products. It is recognised that poor dietary behaviour is more common among individuals from low socioeconomic groups (Kell & Roycroft, 2015).

The majority of quantitative research exploring nutritional intake and food insecurity is largely from the US. A study conducted by Rossen and Kobernik (2016) examined the differences in dietary intake and food security status among children, aged between 2 and 15 years, in the US. Using data from the National Nutrition Health Examination Survey (2007-2010), Rossen and Kobernik (2016) explored the relationship of nutritional intake, the number of food items consumed and the food security status of a representative sample of children (N=5,136). Rossen and Kobernik (2016) argue that whilst food insecurity is not largely associated with food intake for children, children experiencing very low food security consume more calories from added sugar and less from whole grains than food secure children. Casey, Szeto, Lensing et al. (2001) examined the characteristics of children, under the age of 18 years, living in food secure and food insecure households in the US. Their findings illustrated that children from low-income households who experience food insecurity are more likely to be overweight and consume less fruit than children from higher-income, food secure households (Casey et al., 2001). Nevertheless, these findings are not necessarily transferable to the UK; a smaller percentage of the average UK diet constitutes of fat and sugar (25 per cent) compared to the average diet in the US (37 per cent) (FAO, 2011).

The Department of Health and the Department for Education fund a number of policies to support the nutritional needs of school-aged children during school term time. These initiatives include the School Fruit and Vegetable Scheme, FSM provision for families receiving income support and breakfast club provision. The School Fruit and Vegetable Scheme provides all children, aged four to six years, with a piece of fruit or vegetable each school day. A study by Ransley et al. (2007) evaluated the effectiveness of the School Fruit and Vegetable Scheme and conducted a non-randomised controlled trial to evaluate the impact of the scheme on children's diet. The study involved a sample of children (N=3,703) from schools in North East England and whilst the findings demonstrated a positive change in fruit intake for infant school children, the effect reduced overtime and returned to baseline for children who were no longer participating in the scheme. In addition, Ransley et al. (2007) acknowledge that the intervention may have a negative effect on the amount of fruit and vegetables provided at home as parents consider their child has had adequate intake during the day. Furthermore, there were limitations with the study: first, it was a non-randomised control trial and biases may have occurred with recruiting participants, and second, as the study took place over a seven-month period, it did not account for the longer term impact of the intervention. As previously mentioned in the literature review the UK government has provided FSM provision, in the form of a universal or targeted benefit, for over a hundred years (Evans & Harper, 2009). The means-tested FSM provision is available to children if a parent or carer is in receipt of an income support benefit and provides a school meal, free of charge. The aim of the provision is to ensure children from the lowest income families receive a nutritious meal every school day. In 2017, 14 per cent of all school-aged children (N=1.13 million) were known to be eligible and claiming for FSM (Department for Education, 2017). Nevertheless, as previously illustrated by the Gallup World Poll on behalf of UNICEF, 20 per cent of children in the UK live in households where there is not enough money to buy food demonstrating that the government's targeted FSM provision does not reach all those in need. Recent research of school-based intervention programmes demonstrate that they play an important role in improving the dietary intake of children (Wang & Stewart, 2013). Research commissioned by the Department for Education evaluated a pilot trial of universal free school meals in three areas of the UK over a two-year period from 2009 to 2011 (Kitchen, Tanner, Brown, et al., 2013). The findings from this pilot trial conducted by Kitchen et al. (2013) demonstrated that while the provision of universal FSM led to an increase in attainment levels of all primary-school-aged children, there were no significant health benefits from the intervention. School breakfast club provision developed in the 1990s under the New Labour government with the aim to address social and health inequalities (Shemilt, Harvey, Shepstone, et al., 2004). Since 2010, successive governments have focussed on breakfast clubs to be self-sustaining. These are either self-funding and provided free of charge to participating children or at a cost to parents (Graham, Russo, & Defeyter, 2015; Lambie-Mumford & Sims, 2018). To support the start-up costs of breakfast club provision in schools, the current Conservative government has allocated funding from the Soft Drinks Industry Levy to schools with

more than 35 per cent of pupils eligible for FSM provision. Research on breakfast club provision in the UK has demonstrated a range of outcomes for children including positive social benefits (Graham et al., 2015) and improvements to nutritional intake and health outcomes (Harvey-Golding, Donkin, & Defeyter, 2016; Murphy, Moore, Tapper, et al., 2010).

In 2013, the Department for Education commissioned a review of the food served in state-maintained schools resulting in the publication of the School Food Plan (Dimbleby & Vincent, 2013). Following a series of recommendations from the School Food Plan, the Department for Education introduced a Universal FSM provision for all children aged four to seven in 2014 and pledged funding of £1.1 million for schools with 35 per cent or more pupils on FSM provision, to establish breakfast club provision (Dimbleby & Vincent, 2013). Since the publication of the School Food Plan (2013) a new set of standards for all foods served in schools was introduced by the Department for Education in 2014 to ensure all food served to pupils is nutritious and of a high quality. Subsequently, with the introduction of the School Food Standards, research has demonstrated significant differences in the nutritional quality of food consumed by children eating school meals compared to packed lunches from home. A recent study by Evans, Mandl, Christian and colleagues (2016) demonstrates the nutritional and dietary differences by lunch type of children aged six to eight years, (N=2,709). Their findings illustrated that children eating school meals are more likely to consume more protein, fibre, zinc and a larger variety of vegetables compared to children eating packed lunch who are more likely to consume snacks and sweetened drinks (Evans et al., 2016). A recent evaluation of the Universal Infant FSM published by the Education Policy Institute (2018) established an increase in school meal take-up since the implementation of the programme in September 2014 for Key Stage 1 pupils. Findings illustrated that school leaders and parents cite positive impacts in short-term health and social outcomes although the study did not test for significance (Sellen, Huda, Gibson, et al., 2018).

Whilst these policies assist children from families with the lowest income, they only exist during term time and there is no additional state support during the weekends or school holidays. A recent study in the US by von Hippel and Workman (2016), using longitudinal data from a nationally representative sample of children aged five to eight years, established a higher risk of children becoming obese or overweight during the school summer holidays, when the children are not in school. Nevertheless, von Hippel and Workman's study did not explain the increase in the BMI of children during the school holidays and did not identify whether children ate more or are more sedentary during non-term time. There is limited research on the diets of children of low socioeconomic status during the school holidays and the impact of holiday provision on the nutritional status of the child. Third sector reports and academics have questioned whether the lack of support from government during the school holidays increases the risk of children and their families experiencing food insecurity; many parents find the school holidays difficult without this

FSM benefit and anecdotally are going without food to ensure their children are fed (Defeyter et al., 2015; Dowler & Lambie-Mumford, 2015; Feeding Britain, 2017; Gill & Sharma, 2004).

1.3.3.4. Children living in poverty

So far, we have considered literature focusing on the negative outcomes of children living in food insecure households. This section will look more widely at the outcomes of living in poverty and examine research from the UK. It is widely recognised that insufficient income is associated with negative outcomes across all domains including mental and physical health (Goisis, Sacker, & Kelly, 2016; Reiss, 2013) as well as long term health and life expectancy (Galobardes, Smith, & Lynch, 2006; Marmot, 2010). A recent survey of 266 paediatricians in the UK, conducted by the Royal College of Paediatricians and Child Health (RCPCH) and Child Poverty Action Group (CPAG) in 2017, highlighted that 265 paediatricians considered that poverty contributes to ill health of a child. The findings of the survey cite that barriers for families in poverty comprise: inadequate provision of food; the cost of healthy food as well as the cost of accessing services and resources (RCPCH & CPAG, 2017). Using data from the Millennium Cohort Study, research by Goisis, Sacker and Kelly (2016) examined longitudinal data of children aged five and 11 years (N=9,384). Their findings illustrate that the prevalence of obesity is considerably higher amongst poorer children than their more affluent peers. While there was no evidence of an association between household income and weight of the child at age five years, there were emerging inequalities by age 11 years (Goisis et al., 2016). Goisis et al. (2016) argue that the significant risk factors are a lack of physical activity and poor diet. High levels of obesity in children are associated with poorer health outcomes in adulthood; obesity and being overweight are linked to a wide range of diseases including diabetes, asthma, hypertension, cancer, heart disease and stroke (Marmot, 2010; Public Health England, 2015). In addition to deprivation and physical health outcomes, a systematic review of 55 studies by Reiss (2013) examined the socioeconomic status and mental health outcomes of children. The findings from Reiss's study illustrated that children and adolescents from poorer families are two to three times more likely to develop mental health problems.

Ridge (2002) argues that children living in poverty should not be viewed as a homogenous group as their experiences of poverty differ depending on their family structure, ethnicity, and the employment and health status of their parents. Ridge's (2002) qualitative study of children living in poverty in the UK illustrated that a limited household income restricts children's access to services and opportunities and these have a wider impact on their social relations. Children find it difficult to form friendships and fear social exclusion as they are unable to share similar experiences with their friendship groups (Ridge, 2002). Ridge (2013) argues that childhood is increasingly commodified and the participation of children in social activities and clubs is controlled by the cost of the activities and other factors including access and transport. Children

living in poverty are often confined to their neighbourhoods which frequently lack adequate and affordable resources and opportunities to be able to socialise with their friends (Ridge, 2002). Thus Ridge (2013) highlights how poverty is a localised experience and children from disadvantaged families are restricted to what is available within their neighbourhoods.

Cooper and Stewart (2017) undertook a systematic review of studies investigating the causal link between household income and children's outcomes using a total of 61 studies published between 1998 and 2016. The authors highlight that the majority of studies found positive effects of income on children's outcomes including cognitive development, school achievement, and social and behavioural development. Dickerson and Popli (2015) used longitudinal data from the Millennium Cohort Study to illustrate that the outcomes of children living in persistent poverty in the UK from birth to seven years were 20 percentile ranks lower than those of children who have never experienced poverty. Dickerson and Popli (2015) argue that there is a direct negative effect of income poverty on children's cognitive development. The link between poverty and academic achievement is not unique to the UK and it is evident that across all OECD countries, children from low socio-economic families perform worse than their more affluent peers at school (Exley, 2016).

Whilst there is little research in the UK on summer learning loss, there is increasing international evidence from the US and Europe that school holidays impact on a child's learning and the long summer holidays lead to summer learning loss in maths, reading and spellings (Alexander, Entwisle, Olson, et al., 2007; Allington, McGill-Franzen, Camilli, et al., 2010; Paechter, Luttenberger, Macher, et al., 2015). Furthermore, children from low-income families experience this learning loss during the summer to a greater degree than their more affluent peers (Alexander et al., 2007; Paechter et al., 2015). A recent study by Shinwell and Defeyter (2017) on the effect of summer learning loss on children of low socioeconomic status in the UK, demonstrated a loss in children's spelling although their reading skills are maintained. Findings from Alexander et al.'s study (2007) demonstrate that there is an accumulating effect of summer learning loss for children from low-income families and this widens over consecutive years. Thus, school has an equalising effect on children's learning and out-of-school experiences account for the majority of achievement differences (Alexander et al., 2007). Moreover, there is evidence of a positive association in children's participation in organised activities and academic achievement (Covay & Carbonaro, 2010), and children from disadvantaged backgrounds are less likely to participate in organised activities compared to their more affluent peers (Chanfreau, Tanner, Laing, et al., 2016).

1.3.3.5. Parenting in poverty

La Placa and Corlyon (2016) examined parenting and poverty and argued that there is no simple causal relationship between poverty, parenting and a child's outcomes. They suggest that a more complex relationship exists. From their review of evidence on parenting and poverty, La Placa and

Corlyon (2016) identify five main themes of parenting in poverty. Firstly, the notion that poverty has its own distinct pattern of attitudes, behaviour and priority of values which are transmitted through generations. This cycle of poverty can be interrupted by parents' resilience and a will to reverse the status quo. Secondly, stress caused by limited household finances can impact upon parents' mental health. Consequently, this can have a negative effect on parenting and be detrimental to children's outcomes. La Placa and Corlyon (2016) highlighted that parents of low socioeconomic status experience more stress than their affluent peers and lower-income mothers are at greater risk of depression. Furthermore, La Placa and Corlyon (2016) argue that an important aspect of stress in parents is the children themselves. They can increase stress levels or act as buffers to stress depending on their health, behaviour and needs. Ghate and Hazel (2002) further expanded on the theme of stress within their work examining stress factors and how they impact on parenting; these stress factors include the level of neighbourhood deprivation. Poorer neighbourhoods tend to have a lack of safe areas for children to play, high levels of crime or antisocial behaviour. Thirdly, neighbourhoods and local environment influence parenting styles; neighbourhoods that offer high-quality services or encourage educational development can improve the experiences of parents living in poverty (La Placa & Corlyon, 2016). Fourthly, the theme of resilience and the ability of parents to cope with adversity, for example the capability of parents to prioritise some buying choices over others and accept levels of deprivation to protect their child (Hill, Davis, Hirsch, et al., 2016). The final and fifth theme proposed by La Placa and Corlyon (2016) is parental involvement with education. This theme is further expanded by Exley (2016) who draws on Bourdieu's theory of 'cultural capital' to demonstrate people's possessions of habits, skills, tastes and preferences and how they are valued in society. Exley (2016) argues that low-income families have low levels of socially-valued cultural capital which makes it difficult for children to fit in culturally at school. Thus, low-income families are less likely to be able to afford items and activities which more affluent families use to help to boost their children's educational progress, for example purchasing books and learning resources, having a quiet place to study or visiting museums (Exley, 2016). Furthermore, parents of low socioeconomic status may have struggled and not performed well at school themselves and lack the literacy and numeracy skills to help support their child at home (Exley, 2016). La Placa and Corlyon (2016) argue that these five themes highlight the complex nature of parenting and illustrate that different people can be resilient to situations or respond differently to adversity. Therefore, when reflecting on parenting and poverty, it is important to consider the length of time an individual experiences poverty, their physical and mental health, relationship with family and friends, their neighbourhood environments and their social support networks as these all affect an individual's ability to parent (La Placa & Corlyon, 2016).

Ghate and Hazel's (2002) qualitative study of parents (N=1,754) living in neighbourhoods with high levels of deprivation in the UK, established three main types of support which offer different

benefits to parents: informal support from peer groups; semi-formal support, for example playgroups; and formal support from health and social services. Despite the availability of these support networks and services, Ghate and Hazel (2002) argue that some parents do not engage out of fear of negative consequences, for example they fear other people taking over and losing control of family life or they have concerns about burdening others, preferring to face the stress of parenting and their personal obstacles alone. Ghate and Hazel's research illustrated that semi-formal support services offer a beneficial level of support, by providing a range of activities and opportunities for parents to develop their social networks whilst still ensuring parents feel in control. In addition, Sidebotham's (2001) qualitative research on parenting in the UK established that, whilst primary support for parenting comes from the immediate family, if that support does not exist there is a greater need for formal or informal support structures particularly as wider community support today is less available than in the past.

1.3.3.6. School holidays and childcare provision

Holiday clubs are important for parents and carers to maintain their working or caring commitments through the school holidays. The Childcare Act 2006 requires local authorities in England and Wales to ensure sufficient childcare is available for parents with children up to the age of 14 years. Nevertheless, a recent survey carried out by Family Childcare Trust (2016) illustrated that there is a lack of affordable holiday clubs and shortages of childcare across some regions of the UK. The most notable gaps in provision are for children aged 12 years or over, for families living in rural areas and for children with special education needs and disabilities (Cameron, Jarvie, West, et al., 2016). Recent findings from a survey of registered holiday-childcare providers identified that the average cost of weekly holiday childcare increased by 4 per cent in the UK to £133 per week in 2018 (Cottell & Fiaferana, 2018). A survey commissioned by the Family and Childcare Trust highlighted that families adopt a number of approaches to address their childcare needs in the school holidays, which include: using formal childcare provided by local authorities and private sector; using informal holiday camps and activities; adopting shift parenting by using the annual leave of both parents to cover holidays; using informal care provided by extended families and friends; and committing to term time only work (Cottell & Fiaferana, 2018). The need for childcare provision during the school holidays was further highlighted in a survey of head teachers of primary and secondary schools in England; 39 per cent (N=424) of head teachers stated that parents and carers require access to holiday clubs to support their working and caring commitments during the school holidays (Diss & Jarvie, 2016). Yet, despite the perceived need for holiday provision, only 29 per cent (N=315) of schools offer additional provision during the school holidays with head teachers citing funding and lack of staffing capacity as the main barriers to providing holiday provision for families (Diss & Jarvie, 2016).

As previously discussed in this chapter, the previous New Labour government and successive Conservative-Liberal Democrat coalition and Conservative governments consider that fewer children live in poverty if their parents are in employment (Petrie, 2015). Thus, Petrie (2015) argues that parents have been encouraged to enter the workforce despite an inadequate choice and availability of childcare provision. Under current legislation lone parents, claiming Universal Credit, are expected to take part in work-related activity of 16 hours or more per week if their youngest child is three years or older, 25 hours of work-related activity if their youngest child is between five and 12 years old and will normally be expected to be available for full time work (35 hours per week) if their youngest child is 13 years or older (Department for Work & Pensions, 2017b). Furthermore, of the four million children in the UK living in poverty, 68 per cent live in working households and therefore the lack of affordable childcare is a further challenge for these families. A study conducted by the Joseph Rowntree Foundation (2008) examined the government's policy of encouraging parents into work and highlighted large seasonal patterns of parents leaving employment between June and September (Meadows, 2008). Meadows (2008) argues that there is likely to be a school holiday effect when parents struggle to maintain their working commitments. This challenge of sourcing adequate and affordable childcare provision during the school holidays has been highlighted by a survey conducted by CPAG in Scotland (2015). The survey of parents (N=223) living in Glasgow cited the high cost of childcare provision as one of the main challenges of the school holidays, with many out of school providers oversubscribed or unavailable across all regions of the city (Butcher, 2015). Thus, there is a need for high-quality, affordable childcare to provide support for disadvantaged families throughout the year (Meadows, 2008). Nevertheless, the length of the summer holidays creates a particular challenge for families as a result of the cost of childcare and inconsistent opening times of holiday clubs (Cottell & Fiaferana, 2018).

1.3.4. Local-level response to delivering holiday provision

This section of the literature review will explore the role of the third sector in delivering holiday provision and their response to the reduction in welfare provision, the financial hardship experienced by some families, and the lack of FSM provision during the school holidays. It will also focus upon the enriching activities and opportunities provided by the third sector for children during the school holidays. In addition, central government's development of the 'Big Society' and the shift in responsibility from the state to the third sector with regard to the provision of local community support will also be discussed. To ensure the viability and sustainability of community-run projects, organisations rely on volunteer and parent involvement to help support staff in delivering a range of activities. This raises the questions of whether this type of community-led structure is the best model for delivering holiday provision and whether voluntary organisations have the capacity, skills and resources to deliver and support the needs of their

community when schools are closed, particularly in regard to the provision of nutritious food, enrichment activities and childcare.

1.3.4.1. Responsibilisation

With the reduction of the welfare state, there has been an increasing reliance on the voluntary and charitable sector to fill this public sector gap. This has been actively encouraged through state policy (Dowler & O'Connor, 2011; Lambie-Mumford & Dowler, 2015). In 2010, the Conservative – Liberal Democrat coalition government launched the 'Big Society' and supported policies of responsabilisation as well as the movement of state-run assets to community-led organisations. The intention of this government initiative was to empower communities and encourage volunteering. Furthermore, central government supported social enterprises to deliver welfare at a low cost and tailored to the individual needs of a community (Hardill & Baines, 2011). Under the 'Big Society', communities were encouraged to play a greater role in supporting disadvantaged and vulnerable groups, and in activities that were previously supported and funded by the state. Although the ideas and principles of volunteering and community involvement had been established under the New Labour government, the Conservative-Liberal Democrat coalition government further developed the Big Society with the introduction of the Localism Act 2011. The legislation opened up services to new providers, encouraged public assets to move to the voluntary sector and decentralised services (Verhoeven & Tonkens, 2013). As a result of these policy reforms, Hardill and Baines (2011) argue that the voluntary and community sector is now required to operate more like companies within the private sector by identifying and winning opportunities for resources and funding in an increasingly competitive arena. Graham, Stolte, Hodgetts et al. (2016) highlighted that whilst the provision of food is secondary to the advocacy and social service work for many third sector organisations, it is evident that a growing number of people are in need of food. This poses the question of whether organisations, whose primary focus is on advocacy and social services work, have the requisite skills and resources to deliver nutritious food and meals to vulnerable people in need.

1.3.4.2. Location of third sector initiatives

Whilst it is evident that the voluntary sector is taking an increasingly greater role in providing welfare support, the geographical availability of this provision is varied across the UK. Previous research on the location of third sector organisations illustrated an unevenness of voluntary sector activity and highlighted that where the need is greatest, there is a lack of civic activity (Mohan, 2011). Salamon (1987) and Salamon and Toepler (2015) outline theories which underpin this geographical variation in voluntary activity and highlight limitations of the voluntary sector to meet the needs of deprived communities: voluntary organisations rely on local philanthropy and resources which tend to be available in areas of least need; donors focus on specific groups or geographical areas at the expense of others; and there exists a lack of professionalism within the

voluntary sector. A study by Clifford (2012) uses data from a national survey of third sector organisations in England in 2008 (N= 48,939) to examine the type of voluntary sector organisations operating at the neighbourhood level. Clifford (2012) compared the prevalence of organisations in less deprived and more deprived local areas, using the 2007 Index of Multiple Deprivation at the Lower Super Output Area (LSOA) level measure. The findings underpin Salamon's (1987) theory of voluntary sector failure and demonstrate a greater prevalence of formal voluntary organisations in less deprived areas than in more deprived areas. Less deprived areas benefit from the local philanthropy of their more affluent residents who are more likely to volunteer time and resources (Salamon, 1987). In addition, the prevalence of these organisations varies locally even within similar kinds of local authority. As a result of the irregular supply of the voluntary sector, Bryson et al (2002) argue that charity should supplement not substitute welfare provision. Moreover, the reliance on volunteers to help deliver services by the voluntary sector governs the type and frequency of services offered to the community. The irregular supply of volunteers is evident in the delivery of emergency food provision and Lambie-Mumford (2017) argues that the ad hoc opening hours of foodbanks is a consequence of a reliance on donations and volunteers to run and deliver the projects. Therefore, whilst these projects accommodate the availability and commitment offered by their volunteers, they may fail to address the needs of the users (Lambie-Mumford, 2017). Furthermore, Garthwaite's (2017) ethnographic study of volunteers and users of foodbanks illustrated that the delivery of welfare by the voluntary sector has become viewed as charity and seen as a handout. Garthwaite (2017) argues that users of foodbanks are separate to those who volunteer in terms of their choice, status and place within the 'Big Society'. Furthermore, findings from Garthwaite's study illustrated that users of foodbanks experience feelings of inadequacy and shame and therefore are not viewed as social equals to volunteers (Garthwaite, 2017).

1.3.4.3. Volunteering

As many third sector organisations rely on the support of volunteers to sustain their advocacy work, this section will examine the literature on volunteering and the motivations of individuals to volunteer. Hardill and Baines (2011) illustrated that the nature of volunteering is extremely diverse: from voluntary work in a formal organisation, for example volunteering on the Samaritan's helpline, to informal activity, such as giving up time on a one-to-one basis, for example providing reading assistance to primary school children. By volunteering, individuals are seen to be converted into better citizens and communities are seen to benefit through building social capital. Volunteers want to feel useful members of society and help others by putting something back into their community, meet new people and pursue learning opportunities and, in the case of older people, fill a vocational space left by retirement (Hardill & Baines, 2011). Nevertheless, Hardill and Baines (2011) argue that the debates around volunteering focus on altruism and the self-interest

of volunteers whilst failing to recognise the social, economic and cultural complexity of volunteering.

In Canada, Fuller, Kershaw, and Pulkingham, (2008) undertook a longitudinal study of single mothers (N=22) receiving income support and carrying out voluntary work in foodbanks, during a period of welfare reform. In their study, Fuller and colleagues (2008) explored the motivation for the mothers to volunteer. Policy changes were introduced in Canada in 2002 to encourage personal responsibility and active civil participation; single parents with a youngest child aged three years or over were expected to work under the new welfare reform. Fuller and colleagues (2008) argue that single mothers receiving welfare were under pressure to show their contribution and their worthiness to society and voluntary work was viewed as a way of actively participating in society. Findings from their study highlight a number of the reasons mothers are motivated to volunteer: altruism and connection with their community; to demonstrate productive activity; to be viewed as a more 'deserving recipient' by the state; as a pathway to developing skills and increasing the prospect of securing employment; and to gain access to better quality food for those mothers volunteering in foodbanks (Fuller et al., 2008). Furthermore, their findings demonstrate that the flexible nature of volunteer work appeals to mothers as they have caregiving responsibilities not only to children but sometimes to extended family and friends (Fuller et al., 2008).

In the UK, there is a dearth of research on the delivery and location of holiday provision and whether the schemes are in areas of need. Furthermore, little is known about the organisational structure of these schemes and if there is a reliance on volunteers or parents, as well as the motivation of volunteers to participate within these schemes.

1.3.5. Policy developments in holiday provision

In response to the issues of child hunger, rising child poverty levels and growing foodbank use during the school holidays, the APPG on School Food published a report in 2014 highlighting the lack of holiday provision for children who rely on free school meal provision and proposed a series of recommendations. These included research into the scale of the issue of holiday hunger and how families cope during the school holidays (Graham & Defeyter, 2014). Following the publication of the report, the Association of Public Service Excellence (APSE) conducted a survey of its members, on behalf of the APPG on School Food, and established that over two thirds of local authorities recognise that holiday hunger is an issue within their area (Bailey, 2015). Subsequently, the APPG on School Food published a follow-up report in 2015 to highlight examples of best practice of holiday provision and to encourage central and regional governments to develop policy and provide funding to support holiday provision programmes that include meals and enrichment activities (APPG on School Food, 2015). Furthermore, in 2014 the APPG on Hunger conducted a research summit on food poverty in the UK and highlighted the issue of

holiday hunger and the lack of free school meal provision during the school holidays (The Children's Society, 2014). Following the publication of the research summit findings, the charitable organisation, Feeding Britain, was established with the aim of addressing food insecurity in the UK, including the establishment of "year-round School Holiday Food and Fun provision in each region of the UK" to eradicate school holiday hunger (Forsey & Mason, 2015, p. 6). In 2017, the APPG on Hunger conducted an inquiry on the extent and causes of hunger among children in the school holidays. The findings from the inquiry highlighted the different forms of hunger experienced by families during the school holidays, from eating poor-quality, cheap food to occasional or persistent hunger (Forsey, 2017). In addition, the inquiry illustrated the different models of delivering holiday provision to support low-income families and highlighted the need for consistent funding and further research into holiday provision (Forsey, 2017). Holiday provision currently operates outside of state and local authority control and many organisations are unregistered. As a result of this inquiry, Frank Field MP presented a School Holidays (Meals and Activities) Bill to Parliament in 2017, which received cross-party support. The Bill seeks to provide financial funding and ensures local authorities provide statutory holiday provision in the form of free meals and activities to children during the school holidays (Feeding Britain, 2017). In March 2018, the Department for Education announced a Holidays Activities and Food Research Fund of £2 million to provide grants to organisations supporting disadvantaged children during the school holidays; the funding was invested in new or existing holiday clubs (N=283) supporting 18,200 children to attend sessions during the school summer holidays in 2018 (Department for Education, 2018). The Department of Education (2018) has also announced the launch of a targeted holiday pilot programme in Easter 2019.

1.3.6. Research on holiday provision

As previously noted, there are a number of reports by the third sector, the APPG on School Food and the APPG on Hunger, on holiday provision and outcomes for children, parents and staff but there is a paucity of academic research on this issue. This section will begin by looking at the grey literature on holiday provision before turning to the academic research.

The third sector has responded to the perceived need of holiday provision in a variety of ways, which have resulted in the delivery of different operating models. Organisations, such as local authorities, public health and housing associations, have adopted various roles in the implementation and delivery of holiday provision: by providing funding or training; by establishing partnerships with agencies; or by delivering and managing the entire provision. Thus, third sector reports on holiday provision focus on various outcomes for families and the community, depending on the organisations' role in delivering this provision. Kitchen Social, a holiday provision programme established by the Mayor's Fund for London, supports a range of community and voluntary organisations in London providing free food and activities to school-aged children. The

Kitchen Social programme launched a pilot in 2016, initially supporting 14 clubs across six boroughs in London, and identified several perceived outcomes: children attending the clubs try new foods; community organisations develop relationships with parents and enhance community cohesion; and personal development opportunities identified for staff and volunteers through the training provided (Mayor's Fund for London, 2016). Likewise, the Welsh Assembly supports a number of school-based holiday clubs across Wales during the summer holidays that are delivered by a partnerships of schools, local authorities, community sports staff and health professionals (McConnon et al., 2017). The holiday clubs are located in deprived areas to target families in need and a recent report published by the Welsh Local Government Association (2017) identified that the holiday clubs had an impact on the child's health, wellbeing and family life by increasing activity levels of children, improving diet and decreasing social isolation (McConnon et al., 2017). Another example of holiday provision is Holiday Kitchen, operated by the Accord Housing Association in West Midlands and Greater Manchester. Holiday Kitchen undertook an evaluation of their holiday provision using surveys monitoring parents' attitudes towards family eating habits and social interaction. Findings from their surveys identified that the diets of families improved as well as the social interaction of children and parents by attending the Holiday Kitchen clubs (Wolhuter, 2016). Whilst these reports highlight positive outcomes for families attending holiday provision, there are limitations with the findings, including a lack of appropriate control groups, non-standardised tools for data collection and a lack of theory-based or complex research methods to conduct process evaluations and to measure the impact of interventions. Furthermore, these third sector reports focus primarily on outcomes for parents and children attending the holiday clubs with little attention given to the outcomes for staff, volunteers and wider community.

A qualitative investigation by Defeyter, Graham and Prince (2015) into the views of parents, children and staff attending holiday provision ascertained a need for holiday provision and identified outcomes relating to children's health and wellbeing. The research identified that holiday clubs in the study offered free breakfast rather than lunch and further illustrated the different approaches to holiday provision. Semi-structured interviews of attendees of holiday breakfast clubs in North West England and Northern Ireland illustrated that this type of provision has the potential to make a difference to family food and finances. Beyond the practical assistance provided by holiday provision, the findings illustrated that attendees experienced enhanced social interaction, community cohesion and reduced social isolation as well as signposting parents to resources and services (Defeyter et al., 2015). Defeyter and colleagues (2015) emphasise that to reduce the stigma that the provision is targeting the poor, holiday provision should be available on a universal basis regardless of circumstances. Furthermore, Defeyter et al. (2015) highlight that the type of holiday provision setting, for example a church hall or foodbank, may act as a barrier for parents to access the service due to the association with religious activity or charity i.e. the concept of free handouts. These findings raise the question of whether holiday provision enables families to

acquire free food in a socially acceptable way or if the stigma associated with a holiday club setting or the targeted approach adopted by some holiday clubs act as a barrier and further exacerbates a household's food insecurity status.

A qualitative study conducted by Graham, Crilley, Stretesky et al. (2016) of staff members (N=14) in school- and community-run holiday provision clubs offering free meals and activities identified that attendance relieved financial strains on household budgets and encouraged families to remain active and engaged with their communities during the school holidays. In addition, staff cited personal benefits from participating in the provision including a satisfaction in helping people in their communities and, in the case of paid staff, a benefit from the additional income earned during the school holidays. A limitation of this qualitative study is that, as a result of the sampling method, these findings cannot be generalised to other holiday club settings across the UK as the non-probability sample was taken from six holiday clubs from Wales and the South of England.

A study by Long, Stretesky, Graham and colleagues (2017) investigated the impact of holiday clubs on household food insecurity. This survey was conducted in Wales with parents (N=38) attending holiday provision clubs alongside their children. It used the six-item food insecurity questionnaire, as developed in the US, to identify households experiencing food insecurity. The findings established that 58 per cent (N=22) of parents identified as food secure, 18 per cent (N=7) as food insecure without hunger and 24 per cent (N=9) as food insecure with hunger (Long et al., 2017). All parents, from both food secure and food insecure households, agree that they spend more on food during the summer holidays than during term time and the findings from the questionnaire illustrate that holiday clubs disproportionately help food insecure households and attenuate food insecurity for these families. Nevertheless, there are several limitations of the study. First, in the absence of a standardised UK measure to assess household food insecurity, the US version was used. This has not been validated against the UK population. Second, the study examined food insecurity of parents attending a holiday club programme in Wales and the findings cannot be generalised to parents attending other holiday provision across the UK as holiday schemes vary in the type of provision they offer, how they target users and according to location. Third, as this study involved a small sample, the findings cannot be generalised across the UK. Still, these findings support previous research conducted by Nord and Romig (2006) in the US illustrating seasonal differences in food insecurity. A higher prevalence of food insecurity and hunger exists in the summer months for households with school-aged children when the school meal programmes are not available, and the USDA summer meals programmes reduce the prevalence of food insecurity for participating households (Nord & Romig, 2006). Long et al. (2017) highlighted that parents in their UK study discovered the holiday clubs from word of mouth and whilst this non-targeted approach reduces stigma and increases attendance, the authors

question if this form of marketing targets those families most in need, as people living in poverty may not have the established social networks to learn about this type of provision.

1.3.7. Conclusion

It is apparent that the topics of holiday hunger and holiday provision are under-researched. Academics, the APPG on School Food and the APPG on Hunger highlighted a need for further research on holiday provision schemes (APPG on School Food, 2015; Forsey, 2017; Lambie-Mumford & Sims, 2018), in particular to identify the types of organisations delivering holiday provision, the models of delivery, and the location of the provision to ascertain if they are located in the communities most in need (APPG on School Food, 2015). Moreover, Lambie-Mumford and Sims (2018) identified a need for empirical data on what holiday clubs provide, how many children access them and the target demographic of children attending holiday clubs.

To provide context for the need for holiday provision for low-income families, the following themes have been discussed: poverty in the UK; changes to welfare and how this impacts on food insecurity; the rise in child poverty in the UK; the risk of food insecurity and how this impacts on the potential of children; and the challenges of parenting in poverty. During term time, the nutritional needs of children in the UK are partially met by the state, through the provision of food policies such as FSM. However, currently there are no nutritional policies in place to protect these children during school holidays. Furthermore, apart from legislation governing childcare provision, there is no statutory policy governing holiday provision. By contrast, there are a number of policies implemented by recent governments which extend the role of the voluntary sector in delivering welfare provision and services to those most marginalised in society. It is evident from the rise in emergency food provision and the community response to hunger that, in the absence of a national policy to address food insecurity, the voluntary sector is taking a greater role in delivering provision and supporting communities. Due to the limited research on food insecurity and outcomes for children and their families, the literature review drew on evidence from the US and Canada. As highlighted, there are limitations with making parallel conclusions from studies carried out in North America due to differences in welfare support, health care and diet composition.

Whilst holiday hunger and holiday provision has initially been framed through the lens of food insecurity, the literature review reveals that holiday provision seeks not only to address the risk of food insecurity but also provide enrichment activities for children and support for parents during the school holidays. The findings of this review suggest that there is a need for a more focused understanding of holiday provision programmes, and the efficacy of holiday provision when balanced against a number of outcomes, which include health, wellbeing and social, for both children and their families. In addition, there is a need to understand whether the organisations

delivering holiday provision have the capacity and resources to deliver a package of services that truly meets the complex needs of children and their families.

CHAPTER 2: Methodology

This chapter outlines the theoretical framework, methodology and methods used to explore holiday provision. It also examines the geographical location, implementation, delivery and impact of holiday clubs. The chapter begins by exploring the pragmatist paradigm and identifies how this theoretical framework informs the research design of the thesis. The chapter examines the mixed methods sequential design for the thesis, and discusses the methods that have been employed in this design. The chapter concludes by addressing ethical considerations of this research design.

2.1. Pragmatism

Pragmatism is an approach that examines beliefs and theories in terms of the success of their practical application. In relation to research topics, pragmatism focuses on ‘what works’ instead of concepts such as ‘truth’ and ‘reality’ (Tashakkori & Teddlie, 2003). While positivism and constructivism still dominate epistemological debates in social sciences, pragmatism avoids the constraints of choosing between positivism or constructivism and offers an alternative paradigm (Creswell & Plano Clark, 2011). A pragmatic perspective of the measurable world consists of different layers, some objective, some subjective and some a mixture of the two (Feilzer, 2010). Consequently, pragmatism acknowledges the value of both qualitative and quantitative methods and draws on these methods without committing to one philosophy (Feilzer, 2010). A pragmatist approach was chosen for the research design of this thesis as the research questions do not sit comfortably with a wholly quantitative or qualitative approach to the design and methodology (Armitage, 2007). Thus, a pragmatic approach to this research design enables methods and techniques to be chosen that best address the research question (Creswell, 2014). Furthermore, the pragmatist paradigm acknowledges the complexity of social life. Thus, pragmatism recognises “the value of both qualitative and quantitative research methods and the knowledge produced by such research in furthering our understanding of society and social life” (Feilzer, 2010, p. 14).

2.2. Mixed methods research design

Using a pragmatic framework, a mixed methods research design was employed in this research to address the five objectives of this thesis: (i) investigate the need for holiday provision using the views of policymakers, key stakeholders and holiday club users; (ii) examine the geographic location of holiday provision to determine if such provision is located in economically disadvantaged communities; (iii) explore the types of organisations implementing and delivering holiday provision and the approach of key stakeholders in delivering holiday clubs; (iv) explore the short-term impact of holiday clubs on the social and wellbeing outcomes of children, parents and wider community members and (v) investigate whether holiday club attendance improves children’s dietary intake during the school summer holiday. A mixed methods research design integrates quantitative and qualitative data to gain a better understanding of the research problem

and addresses the complexities of social and health science research (Bryman, 2012; Creswell, 2014). Proponents of mixed methods research seek to integrate both qualitative and quantitative research strategies as neither a qualitative nor quantitative methodology alone is considered sufficient to answer the research question (Feilzer, 2010; Ivankova, Creswell, & Stick, 2006). Moreover, Axinn and Pearce (2006) argue that a mixed methods approach produces a comprehensive empirical record on a topic. The decision-making process of this mixed methods design was guided by the purpose of the study, objectives of this thesis as well as the dearth of academic research on holiday provision. A sequential mixed methods design was adopted to address the objectives of the thesis. Sequential mixed methods designs involve quantitative and qualitative phases which are combined sequentially to facilitate and inform the next phase of the research process (Creswell, 2014). The sequential design allows for flexibility to adapt subsequent stages based on findings from the first stage (Feilzer, 2010). The sequential mixed methods design for this thesis consisted of three distinct phases: an initial quantitative phase; a subsequent qualitative phase; and a concluding quantitative phase. The aim of the first quantitative phase was to provide context to the thesis and a general understanding of the research problem as well as identify groups for the qualitative phase. The subsequent qualitative phase examined findings from the quantitative study and explored the views of policymakers, key stakeholders, staff and users of holiday provision in greater detail. The findings from the initial quantitative phase helped to identify groups and geographical settings for the subsequent qualitative phase of the research design. A final quantitative phase was included to test hypotheses generated from the qualitative data, specifically to examine the food intake of children attending holiday clubs. The methods employed for each phase will be discussed in further detail. The results from the three phases of the research design are integrated within the discussion of the outcomes of the entire thesis. The combined results of the phases help to give a more substantial picture of the research problem and address the objectives of the thesis (Ivankova et al., 2006). A visual model of the sequential mixed methods design is illustrated in Figure 2.1. The model clarifies the sequence of this research design, as recommended by Ivankova et al. (2006), and demonstrates that equal weighting is given to each of the quantitative and qualitative phases. In addition, the model illustrates the process undertaken within each phase of the research design. This section will turn to examine the three phases of the sequential mixed methods design in further detail including the data collection methods used.

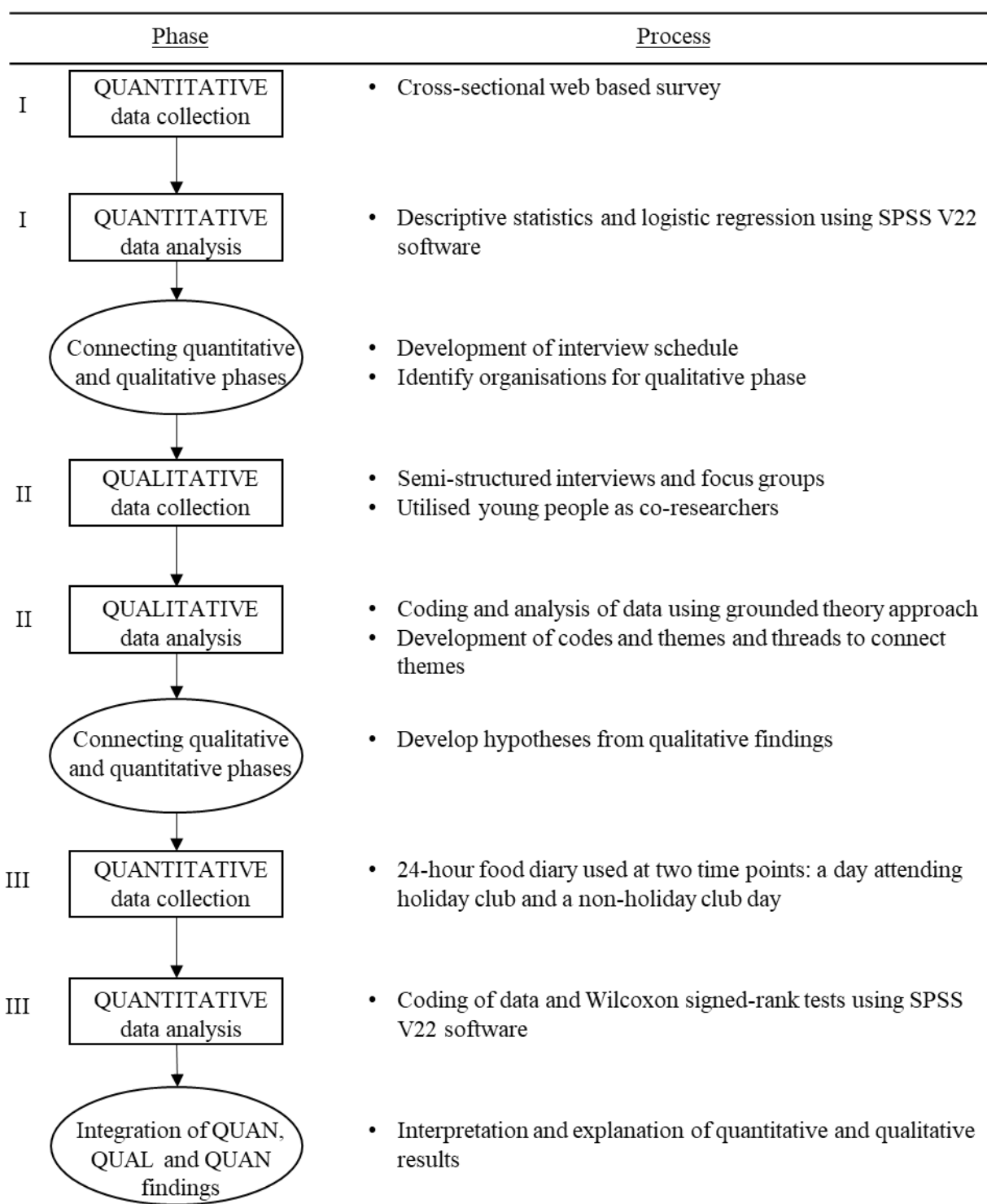


Figure 2.1. A visual model of the sequential mixed methods design.

2.2.1. Quantitative methods (Phases I & III)

A cross-sectional survey was used in Quantitative Phase I and a food diary used in Quantitative Phase III of this research design. These quantitative measures will be examined in further detail in this section in addition to the sampling frame adopted for data collection and the validity and reliability of these measures.

2.2.1.1. Cross-sectional web-based survey

The data collection method of Phase I utilised a self-completion survey that was designed and administered online. A cross-sectional web-based survey was used to address objectives 2 and 3 of this thesis. Questions for the survey were developed from themes established from third sector reports on holiday provision (see APPG on School Food, 2015; Butcher, 2015; Rai, 2015). Themes for the survey were targeted around the types of organisations delivering holiday provision, availability of holiday provision, target demographic, financial cost of attending the provision, type of activities and food offered at the holiday clubs as well as provision available for children with additional support needs. The survey incorporated a series of closed questions to capture data on the delivery of holiday provision and a forced choice format was used to prompt the respondent to select a response (Bryman, 2012). In addition, there were two open questions at the end of the survey: one question asked respondents to list any barriers they had experienced in establishing holiday provision; and the final open question provided respondents with the opportunity to include general comments about their type of provision. Respondents were also invited to supply the postcode of their holiday club for the purpose of mapping the location of holiday provision. In total there were 37 questions which took approximately 10 minutes to complete. A draft survey was piloted by the Principal Advisor of the Association of Public Service Excellence (APSE) and the Policy Advisor to the APPG on School Food to test the survey for face validity. The purpose of piloting the survey questions was to ensure the survey effectively captured the topic under investigation and the questions were easy to read and understand. The survey was hosted and uploaded into Qualtrics and further tested by researchers within Northumbria University's Healthy Living Unit, prior to distribution. This was to ensure the survey was correctly formatted in Qualtrics and the wording and instructions were clear for respondents (Bryman, 2012). The survey was distributed to respondents via an email link and could be completed by the respondent on a computer, tablet or smart phone. A copy of the survey is included in Appendix Bi.

The study adopted a non-probability purposive sampling strategy. This type of sampling strategy was selected as, to my knowledge, this is the first survey to investigate a) the types of organisations delivering holiday provision and b) the location of these holiday clubs. Consequently, there is no existing sampling frame and little is known about the types of organisations involved in delivering holiday provision or their location. The survey was hosted by Qualtrics and distributed online through the membership bases of the APPG on School Food and APSE in May and June 2016. The APPG on School Food is a cross-parliamentary group comprising MPs, Peers and members concerned with matters relating to school food, child hunger and food education. As it is evident from third sector reports that holiday clubs are not solely feeding schemes, the membership base of APSE was included as this covers a network of managers and officers from the local authorities across the UK. All organisations and members opt in to these membership bases. An online survey invitation and link were emailed to members of these organisations. The rationale for using

the membership bases of these organisations was to reach a large diverse range of organisations delivering holiday provision including local authorities, schools, public health bodies, faith groups and third sector organisations. An abridged form of the survey was developed and sent to the membership base of the APPG on Hunger, in August 2017. The APPG on Hunger adopted the cause of holiday hunger under its wider remit of investigating hunger and food poverty in the UK and in 2017 published a report on hunger during the school holidays (Forsey, 2017). The APPG on Hunger is a cross-party parliamentary group concerned with highlighting the issue of hunger in the UK and their membership base includes faith organisations, charitable trusts, third sector organisations, catering organisations and the Big Lottery (see www.feedingbritain.org). The purpose of repeating the survey was to help identify potential growth in the number of projects and a survey question was introduced to establish the year the organisation started delivering holiday provision. Using feedback from the original survey, a shortened version of this survey was designed using 20 questions to reduce the risk of respondent fatigue as well as increase the response rate. A copy of the survey is included in Appendix Bii.

The advantages of online surveys are that they are inexpensive, quick to administer and an efficient method of reaching respondents (Seale, 2018b; Van Selm & Jankowski, 2006). Online surveys can effectively reach a large sample population by email and access employees of organisations or members of professional organisations (Van Selm & Jankowski, 2006). In addition, self-completion surveys reduce the risk of interviewer bias which can be present in interviews (Bryman, 2012; Seale, 2018b; Van Selm & Jankowski, 2006). The closed questions are pre-coded which removes the need for data entry and assists with the processing of answers (Bryman, 2012). Nevertheless, there are a number of limitations with this type of method for data collection. First, there is the issue of response rate for online surveys; as it is not possible to determine how many individuals viewed the survey, the response rate could not be calculated. In the absence of an existing sampling frame or national database on holiday provision, the initial survey was distributed among the membership bases of the APPG on School Food and APSE in 2016 and the subsequent 2017 survey among the membership base of the APPG on Hunger. It was evident that the survey was distributed more widely beyond these associations' networks. To encourage respondents to complete the survey, reminder emails and Twitter reminders were issued together with the survey web link. Whilst there exists a risk of multiple responses from the same participant for online surveys, the software used by Qualtrics mitigates this risk by retaining the participant's internet address (IP) and preventing a duplicate response from the same IP address within a 24-hour period. A second limitation of the survey data collection method is that respondents require access to technology to complete online surveys (Seale, 2018b). In this study, it was assumed that respondents responsible for designing, implementing or delivering holiday provision would have access to the internet. Third, as the membership base and distribution lists are managed by APSE, APPG on School Food and the APPG on Hunger, little was known of whether all organisations on

their distribution lists deliver any form of holiday provision. To ensure the correct organisations were targeted, one of the initial questions asked on the online survey was “Does your organisation operate a holiday scheme or holiday schemes for school aged children? By holiday scheme, we mean clubs and activities operating during the school holidays”. Respondents who answered no to this question were directed to the end of the survey. Fourth, there is a risk of respondent fatigue for surveys with a large number of questions which leads to a greater risk of missing data (Bryman, 2012). To minimise this risk, if respondents answered no to specific questions, the survey was designed to take them to the next section and, thus, prevent the respondent from reading or responding to irrelevant questions. Finally, as a non-probability sampling method was adopted, data from the survey could not be generalised to a wider population.

2.2.1.2. Food diary

For Phase III of this mixed methods design, a food diary measure was employed. A food diary measure was used to address objective 5 of this thesis. This was based on the 24-hour recall diary, the Day in the Life Questionnaire (DILQ). The DILQ is a 17-item self-completion questionnaire, developed by Edmunds and Ziebland (2002) to assess the fruit and vegetable intake of 7 to 9 year olds. This questionnaire was originally developed with assistance from teachers and tested as a classroom activity in four schools in England (Edmunds & Ziebland, 2002). Edmunds and Ziebland (2002) detected changes in fruit intake during a fruit intervention in a school in the UK and therefore argue that DILQ is sensitive to change. Furthermore, the authors conclude that the DILQ is sensitive for descriptive studies, before and after studies and control studies (Edmunds & Ziebland, 2002). The questionnaire includes a number of cues and prompts relating to chronologically-ordered key activities to help the child recall food and drink items consumed the previous day. The DILQ starts with the question, “Did you have anything to eat or drink for breakfast yesterday morning”. Children were subsequently asked to recall if they ate or drank anything for morning snack, lunch, afternoon snack and tea. The survey ends with the question “Did you have anything else to eat or drink yesterday that you haven’t put on this form” to ensure all food and drink items consumed the previous day are captured in the diary. To prevent the food diary from being viewed as a writing activity, children also have the option to draw the items they ate and drank. This can enhance reporting as well as reduce the risk of missing data (Edmunds & Ziebland, 2002). Whilst children are encouraged to write down all food and beverage items they consumed on the previous day, they are not required to estimate size of portion when completing this questionnaire, due to the difficulties experienced by children in providing accurate estimates (Moore, Tapper, Murphy, et al., 2007).

The DILQ was further modified by Moore, Tapper, Murphy and colleagues (2007) to measure food and snack consumption, in addition to fruit and vegetable consumption, in 9 to 11 year olds. In Moore et al.'s (2007) modified version of the DILQ, children are asked to recall all food and drink

items consumed at five different time points during the previous day. This modified version of the DILQ was validated against 24-hour dietary recall interviews (Moore et al., 2007). Whilst this version of the DILQ by Moore et al. (2007) was validated for 9 to 11 year olds, research indicates that from the age of 7 or 8 years, children have the cognitive ability to recall their food intake in the immediate 24-hour period and complete a food diary (Livingstone & Robson, 2000; Livingstone, Robson, & Wallace, 2004).

An adapted version of the Moore et al. (2007) DILQ was, therefore, used for this phase of the research design. The DILQ was modified for use in a holiday club setting rather than a school or breakfast club setting. This version included 11 questions and took approximately 15 minutes for children to complete as part of an activity within the holiday club setting. The adapted version used for measuring the food intake of children attending holiday clubs varied slightly from the version developed by Moore et al. (2007). Whilst Moore et al. (2007) used arrows for children to navigate from one question to the next, these arrows were removed from this adapted version of the food diary to simplify the design. Furthermore, there were more opportunities for children to draw pictures of the food and drink consumed to ensure the food diary was viewed as a fun activity and not solely as a writing exercise. In addition, the prompts and cues which are used to help with the child's recall were modified to suit the holiday club setting as opposed to a school setting. These prompts reflect the activities of children during the school holidays instead of school term time, for example, for the question "What did you do most of the time yesterday morning between breakfast and lunch?", the options included "Played on the computer or tablet / listened to music / went out / played out / arts or crafts / watched TV / or did something else?, what did you do?" The modified version of the DILQ was piloted with three children, two girls and one boy, aged between 8 years and 12 years old prior to being used in the holiday club setting to test the wording of the questions and time taken to complete this version of the food diary. See Appendix S for a copy of the food diary.

The versions of DILQ developed by Edmunds and Ziebland (2002) and Moore et al. (2007) are recommended by the National Obesity Observatory for England for measuring dietary intake in children (Richardson, Cavill, Roberts, et al., 2011). Previous research, using observation methods, tested the validity and reliability of DILQ and the inter-rater reliability was reported to be high ranging from 0.85 for fruit and 0.92 for vegetables (Roberts & Flaherty, 2010). An advantage of the 24-hour recall method is that it is considered to have a relatively low respondent burden (Donin, Nightingale, Owen, et al., 2010). Moreover, this dietary recall measure is considered appropriate for children from low-income households as it does not require a high level of literacy (Donin et al., 2010; Holmes & Nelson, 2009). It is also validated for populations of different ethnic groups (Biró, Hulshof, Ovesen, et al., 2002). Additionally, Moore et al. (2007) tested the validity and reliability of the DILQ for children living in economically disadvantaged areas.

There are a number of limitations of using this measure. The method is dependent on a respondent's ability to recall accurate information and there exists a possibility of recall bias as participants selectively recall food items and can, therefore, underreport or over report (Richardson et al., 2011). However this is the same for all self-report measures and it is recognised that underreporting of food and energy intake is a major source of bias in dietary measures (Darmon & Drewnowski, 2008; Richardson et al., 2011). A further limitation is that a child's eating behaviour varies from day to day so a one-day snapshot will be unlikely to provide an accurate insight to the child's habitual dietary intake. Whilst the 'gold standard' for measuring the dietary intake of low-income households is considered four repeat 24-hour recall diaries (Holmes, Dick, & Nelson, 2007), this type of measure was not viable for the sample population available for this study. There is a high respondent burden to complete four repeat 24-hour recall diaries on a holiday club day and a further four repeat 24-hour recall food diaries on a non-holiday club day. This was not feasible given the time frame, the demands on the sample population and the inconsistent attendance of children at holiday club provision. Nevertheless, Moore et al. (2007) argue that whilst it is not possible for the DILQ to detect trends at the individual level, it is possible to look at changes in food intake at the group level with a single 24-hour recall diary. An additional limitation is that the DILQ was validated for use in school settings and whilst it has been used as a measure for food intake in breakfast club settings (Moore et al., 2007), it has not been validated in a holiday club setting. For the purpose of this thesis, the modified version of the DILQ was used as part of a structured activity at the holiday club with the researcher and holiday club staff present to help children complete the questionnaire, similar to a breakfast club setting. Whilst there exist other validated tools for measuring food intake, for example weighted dietary records and food frequency diaries, there are limitations of their use in a holiday club setting or with hard-to-reach groups. Weighed dietary records require high participation burden as well as a level of literacy (Biró et al., 2002). Thus, children would require support from a parent or carer to complete the record and as the food intake record is only valid during times when the parent or carer are together with the child, this measure would not be suitable for holiday club interventions. Furthermore, the reliability of food intake data, using weighed dietary records, decreases overtime as a result of respondent fatigue (Biró et al., 2002). Similarly, previous research using food frequency measures demonstrates that complex calculations are required to estimate frequency of food items and portion sizes (Biró et al., 2002). Thus, whilst food frequency measures have been used to record food intake of adults, there has been limited use with children due to children's cognitive ability to estimate and record frequency and historic food consumption (Burrows, Martin, & Collins, 2010). Moreover, previous research established that further research is required to test the suitability of food frequency measures with ethnic minority groups (Roberts & Flaherty, 2010). Therefore, despite the limitations of the DILQ, this method of 24-hour recall was adopted as it is low

burdensome for participants and results from 24-hour recall are more consistent across all age and sex groups compared to other methods (Vucic, Glibetic, Novakovic, et al., 2009).

The modified version of the DILQ, used in the quantitative study (Chapter 6), investigates the food intake of children on a day on which they attended a holiday club compared to a non-attending day and adopted a non-probability sampling frame. Participants were recruited from holiday clubs located in areas of high deprivation in London and participating in Kitchen Social, a holiday provision programme funded by the Mayor's Fund for London. Randomised Controlled Trials (RCTs) are widely considered the 'gold standard' of evaluating the causal effect of an intervention (Moore & Moore, 2011). However, Bonell, Hargreaves, Cousens, et al. (2011) recognise the limitations and barriers with conducting RCTs in social settings. In this study it was not feasible or ethically suitable to randomly select children living in areas of high deprivation to participate in a holiday club. Thus, a non-random purposive sampling strategy was adopted and children attending the holiday clubs were invited to participate in the study. Whilst the data from the food diaries examined changes in food intake of children attending holiday clubs in London, the findings could not be generalised to the wider population as a result of the sampling frame used.

2.2.2. Qualitative methods (Phase II)

The second phase of the research design consists of a qualitative phase to investigate the views and attitudes of policymakers, key stakeholders and staff implementing and delivering holiday provision and the users of this provision. Thus, this phase of the research design addresses objectives 1, 3 and 4 of this thesis. This section includes the rationale of using a grounded theory approach and examines the methods of semi-structured interviews and focus groups for data collection.

2.2.2.1. Grounded theory

In the absence of a theoretical framework to analyse qualitative data on holiday provision, a grounded theory approach was adopted for sampling and data analysis for the qualitative phase of this thesis. Grounded theory is an inductive strategy developed by Barney Glaser & Anselm Strauss (1967) to systematically generate theory that is empirically grounded in the data. It involves a cyclical process of theoretical sampling, theoretical saturation and constant comparison in which data collection and analysis proceed in tandem (Seale, 2018a). Grounded theory is a systematic tool for developing theoretical categories and consists of four stages: coding data into categories that share similar characteristics; integrating categories and their properties; reaching theoretical saturation where no new properties of categories appear; and a final stage of developing a substantive theory (Glaser & Strauss, 1967; Seale, 2018a). Glaser and Strauss (1967) argue that the substantive theory is always provisional as emergent perspectives will change and develop

theory. Thus, grounded theory provides an explanatory framework with which to understand the phenomenon under investigation.

The classic grounded theory approach developed by Glaser and Strauss (1967) does not rely on analytical constructs, categories or variables from pre-existing research. Through the grounded theory approach, categories emerge from the data and evolve throughout the research process (Willig, 2013). Glaser and Strauss (1967) illustrate three distinct ways of coding the data: open coding; axial coding; and selective coding. In the initial open coding process the data is broken down into discrete parts, examined and compared for similarities and differences. This process is followed by axial coding in which categories are examined with other categories. The final phase, selective coding, focuses on a single core category and all other categories are subsidiary to this (Seale, 2018a). Glaser and Strauss (1967) argue that the labels for the codes are *in vivo* and come from the data and thus are not derived from any preconceived ideas or constructs of the researcher. Memos record changes made during the process of refining and developing codes. This approach enables the researcher to collect more focused data to check and refine theoretical categories, a process known as theoretical sampling (Charmaz, 2011). Consequently, grounded theory is viewed as a flexible method which involves simultaneous data collection and analysis. Through the theoretical sampling process, the researcher is able to check the properties of a tentative category by returning to the field, revising interview schedules and developing more focused questions about this category development (Charmaz, 2011). The data for this qualitative phase of the research design was collected throughout 2016 and 2017 and, thus, there were opportunities for data collection and analyses to occur in tandem and further theoretical sampling to test and refine the categories which emerged from data analysis.

In contrast to the Glaser and Strauss (1967) classic grounded theory approach, a constructivist approach to grounded theory suggests that theories do not emerge from the data but are constructed through the interpretation of the data and the researcher's personal, theoretical and philosophical viewpoint needs to be considered (Charmaz, 2011). Furthermore, a constructivist approach to grounded theory highlights that researchers are not neutral observers as they do not start the research untouched by previous theories. Therefore, earlier theoretical interpretations of the subject should be considered and scrutinised (Charmaz, 2011; Pidgeon & Henwood, 1997). Constructivists argue that grounded theory goes beyond a purely inductive approach and considers all possible theoretical explanations until a researcher arrives at the most acceptable explanation for their analysis (Charmaz, 2011; Pidgeon & Henwood, 1997).

There are a number of advantages of adopting a grounded theory approach to analyse the qualitative data. In the absence of an existing framework for analysing holiday provision, a grounded theory approach was chosen for its intuitive appeal and because it provides a systematic

approach to data collection. By using grounded theory it is possible to identify and map social processes, relationships and consequences as well as participants' individual experiences including their thoughts, feelings, beliefs and memories (Willig, 2013). Willig (2013) argues that combining these two perspectives of social processes and individuals' experiences helps to capture the lived experiences as well as the wider social processes and their consequences. Thus, a grounded theory approach helps to develop an explanatory account which incorporates the factors, impacts and influences of holiday provision. Nevertheless, Charmaz (2011) argues that categories are constructed by the researcher rather than emerge through the research process and researchers should demonstrate their assumptions, sampling discussions and interpretations in shaping the research (Pidgeon & Henwood, 1997). Observational notes were made during visits to the holiday clubs and after interviews with participants and memos recorded throughout the analysis of the data. This was to aid the development of categories. These notes and memos were referred to and compared during the process of developing and refining categories. The emergence and development of categories could be further tested in subsequent interviews with participants at holiday clubs.

2.2.2.2. Semi-structured interviews

Semi-structured interviews were used in the qualitative phase to explore the views and attitudes of policymakers and key stakeholders responsible for designing and implementing programmes of holiday provision as well as the staff who deliver the services and parents who attend them. Pawson and Tilley (1997) argue that interventions are embedded in institutional and societal processes and thus the views of policymakers and key stakeholders involved in developing intervention programmes need to be considered. Byrne (2004) suggests that "qualitative interviewing is particularly useful as a research method for accessing individual's 'attitudes and values' – things that cannot necessarily be observed or accommodated in a formal questionnaire" (Byrne, 2004, p. 184). Moreover, qualitative interviews help to understand why people take certain actions, a respondent's perceptions of events as well as the consequences of events (Weiss, 1994). In addition, findings from the qualitative interviews help to identify variables and frame hypotheses for the final Quantitative Phase III of the research design. Following the literature review and analysis of the data collected from the cross-sectional survey in Phase I of the research design, three interview guides were prepared for policymakers and key stakeholders, staff and volunteers, and parents. The interview guides consisted of a series of open ended questions on fairly specific topics covering the challenges of the school holidays and need for holiday provision, the type of provision available and perceived outcomes of participating in holiday clubs. As a result of theoretical sampling, interview questions were adapted during the qualitative interviewing studies as data was analysed in tandem and categories and their properties were further tested. With the exception of six interviews with policymakers and key stakeholders that were conducted over the telephone, all interviews were conducted face to face. All interviews were audio recorded to ensure

the data was reliable during the coding process. In addition, notes were made during and after the interview about the respondent's behaviour, location of the interview, interruptions or distractions and feelings about the interview.

The advantages of interviews are that an interviewer can explain questions to respondents, probe for more information, observe the surroundings as well as ask a greater number of questions than in a self-completion survey (Seale, 2018b). Furthermore, interviews are considered a more emotionally rewarding experience for the respondent (Seale, 2018b). Nevertheless there are a number of limitations with this method. First, semi-structured interviews are a time consuming method for both the interviewer and respondents (Seale, 2018b). To acknowledge and compensate parents for their time, a gift voucher of £5 for a local supermarket (i.e. Asda, Morrisons, Sainsbury's) was offered to parents at the end of the interview. Furthermore, it is evident that interviewer bias can occur as participants can respond in a socially desirable way (Seale, 2018b). Nevertheless, semi-structured interviews were considered an appropriate method of data collection with this sample and have previously been used in qualitative research on participants of holiday club provision (see Defeyter, Graham, & Prince, 2015; Graham, Crilley, Stretesky, et al., 2016).

A non-probability purposive sampling strategy was adopted to ensure variety in the resulting sample; key stakeholders were invited to participate from a range of organisations responsible for designing and implementing holiday provision and these organisations were identified from findings in Phase I of the research design. Staff members and parents attending holiday clubs were invited to participate from a range of community and voluntary run organisations across England. Theoretical sampling was employed and interviews took place throughout 2016 and 2017 in tandem with data analysis until a process of theoretical saturation was reached and no further data collection stimulated new category development (Bryman, 2012; Charmaz, 2011).

2.2.2.3. Focus groups

Whilst the views of policymakers, key stakeholders, staff and parents on holiday provision were captured through semi-structured interviews, it was considered important to obtain the views and opinions of children attending holiday provision clubs and to understand the needs of those who are marginalised in society (Smith, Monaghan, & Broad, 2002). Qualitative research has a key role to ensure the views of children are incorporated (Ridge, 2011). Under Article 12 of the United Nations Convention of the Rights of the Child (UNCRC) children have the right to be heard and be involved in the decision making process on matters that involve them (Harcourt & Sargeant, 2011; Lundy, 2009; UNICEF, 1992). Lundy (2009) proposes a four-point model to conceptualise Article 12 for informing and developing policy and analysing existing practice. Thus, children should be provided with the opportunity to express their views, be facilitated to express their views, be listened to and for their views to be acted upon (Lundy, 2009). Lundy (2009) uses the term 'child

voice' to represent the right for children to express themselves and to be heard. Furthermore, a recent study in the US on children's experiences and the reporting of sensitive topics such as food poverty illustrates that children are best placed to explain and report back their own experiences whilst parents' reports of children's experiences lack validity (Fram, Frongillo, Jones, et al., 2011). Therefore, the views of children attending holiday clubs were collected through focus groups. Focus groups involve a small group of people in a group discussion speaking about a set of topics which are introduced by a moderator (Roulston, 2010; Wilkinson, 2015). Wilkinson (2015) argues that focus groups are much closer to everyday conversations than one-to-one interviews and can include disagreement, storytelling and boasting amongst participants. Focus groups can create an environment for eliciting a more comprehensive account of individual's ideas, opinions and understandings than would be possible in a one-to-one interview as co-participants help to trigger memories or stimulate a debate (Wilkinson, 2015). Research undertaken by Fielden, Sillence and Little (2011) into obesity in children, demonstrates that focus groups are a relevant method for collecting qualitative information from children as they are a similar format to the small group discussions they would experience at school.

There are a number of advantages of conducting focus groups. Firstly, less time is required to conduct focus groups than individual interviews (Morgan, 1997; Wilkinson, 2015). As the focus groups with children took place at the holiday club setting, and some holiday clubs only operate for two hours per day, it would not have been feasible to undertake individual interviews with children within the allotted time frame. Moreover, it was the least disruptive method for data collection in terms of fitting around the holiday clubs' schedule of activities and lunch provision. Secondly, focus groups are considered well suited for the discussion of sensitive topics and groups can help facilitate personal disclosure (Wilkinson, 2015). Nevertheless, previous research has illustrated that participants may supply different kind of information in a group setting than in an individual interview (Roulston, 2010) and the group may influence the nature of the data it produces or whether participants discuss a topic (Morgan, 1997). A further limitation of this method is the challenge of organising an appropriate number of children to participate. Whilst previous research indicates the optimal size of focus groups is between six and ten participants (Morgan, 1997), it was considered that between four and six children was appropriate to encourage group discussion and ensure that all children were able to participate within the discussion. In reality it was not always feasible to arrange such small focus groups and the size of the groups depended on the number of children attending the holiday club and the dynamics and structure of the club. For instance, at one holiday club there was a focus group comprising 12 children as, due to the short operating times of the holiday club, there was only one opportunity to organise a group discussion. At the end of the focus groups, all children were provided with a verbal debrief about the research study and their participation. In addition, children were offered a sticker in recognition of their

participation and a token of thanks (Gibson, 2007). All focus groups were audio recorded and the data were analysed using grounded theory techniques.

As with the semi-structured interviews, a non-probability purposive sampling strategy was adopted for the focus groups with children. Participants for the focus groups were recruited from holiday clubs operated by community and voluntary groups across England.

To facilitate data collection with children, five young people were recruited as co-researchers to assist with the focus groups. Young people from the Mayor's Fund for London Youth Board were invited to attend a qualitative training session and participate as co-researchers in focus groups with children attending holiday clubs in London. Young peoples' own views were incorporated as much as possible into this section of the qualitative phase of the research design. Smith et al. (2002) claim that the views of young people add richness, validity and relevance to the research project. The benefits of participatory research and the use of young people as co-researchers bring the implicit values of inclusion and empowerment to the study (Lewis & McNaughton Nicholls, 2014). By providing the opportunity for young people to have a role in the research process, for instance as data collector, helps to address the power imbalance of research with children (Harcourt & Sargeant, 2011). Furthermore, participatory research is considered to help improve the level of understanding of the research topic (Smith et al., 2002). Thus, in this qualitative phase of the research design young people assisted with the development of the interview schedule for the focus groups and assumed the role of moderator in group discussions with children at the holiday clubs in London. However, these young people were not involved in any other aspect of this qualitative phase, including obtaining informed consent from participants, data analysis or dissemination of the findings, as a result of constraints on their time and other commitments during the school summer holidays. In total five young people, three girls and two boys, aged between 14 and 16 years, attended a training workshop and participated in the research as co-researchers. Together with a post-doctoral researcher at Northumbria University, the author organised a two-hour practical workshop on qualitative research for these five young people to provide them with the information and skills to support the research. The workshop included developing an understanding of ethics, creating an interview schedule and developing good interviewer skills. The workshop presentation is included in Appendix N. It was evident from an evaluation of the workshop that the young co-researchers viewed the training session and the skills and knowledge they had developed positively. In particular they identified the importance of good communication skills, being open to different views, asking questions in focus groups and developing a wider understanding for evaluation and ethics. A copy of the workshop evaluation is included in Appendix P and the results of the workshop evaluation are presented in Appendix Q. During this training session, the young co-researchers were encouraged to create ground rules to govern the children's involvement in the focus groups, they helped design the interview schedule and were

involved in setting up the practical arrangements. The workshop included a group discussion on holiday provision and the young co-researchers were encouraged to contribute their ideas to help them to develop open-ended questions to pose to the children of their experiences of the holiday clubs and school holidays. In total, seven questions were incorporated into the interview schedule from this workshop. The interview schedule developed from the training session is included in Appendix Jiv. The training handouts also provided to the young co-researchers and the ground rules developed at the training workshop are included in Appendix O. The five young co-researchers attended three holiday clubs on at least one occasion during August 2017 to act as facilitators in the group discussions. The researcher was present throughout all the focus groups discussions to provide support to the young co-researcher. The researcher was also present to assist the role of the moderator as well as to encourage shy participants of the focus groups to participate in the group discussions and oversee any issues or disagreements within the focus groups.

The young people were able to engage quickly with the children at the holiday clubs and the children, in turn, were happy to discuss their experiences of the school holidays and their views about the holiday club they attended. Young people engaged with the children at the club in a more relaxed way using shared language and mutual understanding and this enhanced communication can lead to improved data quality (Smith et al., 2002). There was enthusiastic commitment from the young people in the research project and they were keen to be involved in the holiday club provision and enhance their roles as members of the Mayor's Fund for London's Youth Board in a more practical way. Furthermore, the experience of undertaking qualitative research helped with their skills development. Nevertheless, there were a number of practical and ethical challenges of undertaking participatory research and utilising young people as co-researchers. As Smith et al. (2002) identified in their study on young people's health needs in England, there still exists the issue of interviewer bias. Some children in the group discussion remained reluctant to discuss sensitive topics, such as the food they ate at home, and the introduction of a peer interviewer did not remove this barrier. McCarry (2012) considers the value of utilising the skills and experience of children and young people to complement those of the researcher, however argues that "in the same way that we would / should not take one person's view to represent a community of people, arguably giving expert status to young people simply because of their age should also be problematized" (McCarry, 2012, p. 65). Furthermore, there is the time and cost involved with training young people with the skills to undertake this type of research. Despite the limitations in using young people as co-investigators, the use of young people, in participatory research, has been shown to be of value in developing trust with participants (Salway, Chowbey, Such, et al., 2015; Smith et al., 2002). Prior researchers have identified trust is a major barrier to working with hard-to-reach groups (Bradby, Varyani, Oglethorpe, et al., 2007; Gorin, Hooper, Dyson, et al., 2008). The decision, therefore, to use young people as co-researchers was a pragmatic choice to improve the engagement and participation of

children attending holiday clubs, and thereby establishing their views on the school holidays and holiday provision. The ethical considerations of involving young people in participatory research are outlined in further detail in the ethics section below.

2.2.2.4. Validity and reliability

The quantitative approach to validity and reliability of data collection is not applicable to qualitative research (Bryman, 2012). Thus, alternative criteria of authenticity, which has parallels to validity and reliability, is applied and outlined in this section (Bryman, 2012; Creswell & Plano Clark, 2007; Guba & Lincoln, 1994). Morse, Barrett, Mayan et al. (2002) highlight issues with post-hoc evaluations in qualitative research including member checks and audit trails and argue that, whilst these procedures evaluate the rigour of the research, they do not ensure that the research will be relevant or useful. Thus, there is a need for rigour throughout the research process and not solely after the data-analysis stage (Morse et al., 2002). Morse et al. (2002) propose verification strategies throughout the research process to contribute to the reliability and validity, ensuring rigour of the research. These five verification strategies comprise: ensuring compatibility between the research question and research methods; selecting participants who best represent or have knowledge of the research topic; collecting and analysing data concurrently; adopting a process of checking and refining category development; and the development of theory as an outcome of the research process (Morse et al., 2002). The verification strategies proposed by Morse et al. (2002) were adopted into the current research design. To address issues of validity in data collection methods, interview schedules for children were pre-tested by two children, aged 9 and 10 years, and the interview schedules for adult participants were pre-tested with researchers from the Healthy Living Lab. Nevertheless, throughout the research process, interview schedules were slightly modified as a result of theoretical sampling and to test category development. To ensure an appropriate sample was selected for this thesis, participants who were responsible for designing, implementing or delivering holiday provision or users of holiday clubs were invited to participate in the interviews. These participants were sought and selected on the basis of their involvement in holiday provision to best represent the research topic. To ensure transparency of the data collected, all interviews were recorded and carefully transcribed verbatim. Extracts of the participants' transcripts are included in Appendices Fi, Fii, Ki, Kii, Kiii and Kiv. The data from the interviews and focus groups, analysed using ground theory, were compared to observational notes and memos to triangulate all data gathered. Furthermore, all qualitative data was systematically stored and organised in NVIVO to ensure transparency and dependability of the findings (Guba & Lincoln, 1994). There is a recognition that findings generated from the empirical data provide one of a number of possible representations and thus do not constitute a definitive account of holiday provision (Armstrong, Gosling, Weinman, et al., 1997; Bryman, 2012). Thus the process of the category development and refinement is clearly documented in the findings from this qualitative phase. During the process of category development, negative cases were sought and considered

and the process of saturation of data was developed through replication in categories. These categories were verified through theoretical sampling to ensure comprehension and completeness (Morse et al., 2002, p. 18). The final stage of the verification strategy is theory development as an outcome of the research process and the development of theories are addressed in Chapters 4 and 5.

2.3. Ethical considerations

The research summarised in this mixed methods research design was all underpinned by the ethical guidelines set out by the Economic and Social Research Council, the British Psychological Association and British Sociological Association as well as the ethical guidelines of Northumbria University. The main ethical principles comprise obtaining informed consent, maintaining confidentiality of information, ensuring voluntary participation and avoiding harm to participants.

All potential participants were given information about the study via a participant information sheet and in the case of the interviewees and focus groups, the individuals were provided with additional verbal information about the research process before the interview process began. All participants were provided with time to reflect on the information and choose whether they wished to participate in the research study. The information sheet included information on the nature of the study, why the participant had been selected to take part, why the study is important, how the study would be carried out, what participation involves, what happens if the participant changes their mind and what will happen with the information provided. All information sheets for children and young people were provided in age-appropriate language and format. Furthermore, debrief sheets were provided to all participants at the end of their participation in the research. Ali and Kelly (2018) argue that under the United Nations Convention on the Rights for the Child (UN, 1989) children and young people have a right to have a say and be heard as well as a right to justice and respect. Whilst the child's voice was an important part of the research design, the researcher was aware of the potential abuse and / or imbalance of power that can occur between adult researchers and children including situations where children feel coerced into participating. In addition to obtaining parental consent, child assent was also sought prior to their involvement in the research. In addition, the researcher obtained a fully enhanced DBS check prior to undertaking research at the holiday clubs. Extreme care was taken regarding data protection. Participants were assured that all information provided would remain confidential and individuals would not be identifiable in the final report. All data are anonymised and were stored securely, fully respecting the need for confidentiality.

As part of the research design involved young people as co-researchers, additional ethical considerations were implemented (Smith et al., 2002). Firstly, to avoid exploitation, attention was given to matters of power in the research process. The young people were able to exercise choice over the level of their involvement and the number and location of holiday clubs they wished to

visit. Secondly, child protection was a significant consideration and parental consent was obtained as well as consent from the young people before they participated in the training workshop and undertook the research process. Furthermore, the young people were supervised at all times during the research study and escorted to and from the holiday club settings by the researcher. Thirdly, the importance of confidentiality was discussed during the training workshop to ensure an appropriate research relationship was maintained and to protect all children participating in the focus groups. In addition, the potential issue of unanticipated risks was discussed during the workshops as emotional risks for both the researchers and researched should not be underestimated (Smith et al., 2002). The young co-researchers participated in a debrief session with the researcher after the focus groups to discuss any issues which may have arisen during the group discussions. One issue which arose from one focus group was ensuring that all children, participating in the group discussions, had the opportunity to express their views. Therefore, the researcher supported the young co-researchers with managing the group dynamics and reminding participating children of the ground rules. The ethical considerations for participatory research are similar to other forms of research. Nevertheless, additional safeguarding and careful preparatory work of this study ensured that the care and ethical treatment of the children were always the first priority.

Whilst the ethical guidelines were useful in informing the process of the research, these guidelines could not predict or eliminate dilemmas or issues which arise from qualitative research. There is a need to consider the research process from participants' perspectives, and adjustments were made during the interview process to accommodate their needs. Examples of adopting a flexible approach to data collection include locating an appropriate space for interviews with parents where they would not risk being overheard but could still supervise their children at the holiday club. In addition, the researcher worked closely with holiday club providers when scheduling the focus groups with children to avoid children from missing out on planned activities or playtime with their friends.

2.4. Summary

This chapter outlined the mixed methods research design adopted for this thesis and illustrates the sequential phases of the design. The data for the quantitative and qualitative phases of this research design were collected between March 2016 and September 2017. The analyses of the data took place alongside data collection. Moreover, findings from data collection in Phase I and Phase II of the research design helped to inform the subsequent phases. The geographical location of the data collection varied for each phase of the research design: Phase I consisted of an online survey and was distributed to organisations across the UK; data collection for Phase II took place in holiday clubs settings across England; and data collection for the final study in Phase III, took place in holiday clubs across London.

CHAPTER 3: Holiday Provision Settings: A survey study examining how holiday clubs are delivered and where they are located

3.1. Introduction

The literature review highlighted a lack of academic research on holiday provision. Consequently, little is known about the need for holiday provision and the challenges faced by families and communities during the school holidays. Whilst there exists grey literature on examples of programmes of holiday provision, the issue remains underexplored with gaps in the research; there is little evidence on the *types of organisations* delivering holiday provision as well as the *range of activities* and *types of food* offered at these holiday clubs. Furthermore, there is currently no national database on the location of holiday clubs, and so it is not possible to determine whether these clubs are located in areas of greatest need. As a result, the APPG on School Food has recognised a need to identify the scale of the provision and the location of these holiday clubs (APPG on School Food, 2015). Thus, in this chapter the following research objectives of this thesis are examined: objective (ii) relating to the geographic location of holiday clubs; and objective (iii) relating to the types of organisations delivering holiday provision.

Reports published by the third sector illustrate the challenges low-income families face during the school holidays and the kinds of organisations providing services in response to these needs. A report by the CPAG in Scotland (2015) highlighted a need for holiday provision for low income families in Glasgow and identified a range of challenges experienced by families during the school holidays. These include: the cost of feeding children in the absence of FSM provision; the risk of falling into debt or having to borrow money; the difficulties of sourcing affordable childcare; and the emotional pressures faced by parents to provide holiday experiences. Whilst the CPAG in Scotland study focused on families living in Glasgow, further research is required and would be useful to identify the need for holiday provision in other regions of the UK. There is evidence of housing associations, local authorities, community groups and faith groups responding to this perceived need by establishing food and activity clubs that operate during the school holidays, examples include: Holiday Kitchen; TLG Make Lunch; Kitchen Social; Fit and Fed; and Cardiff Food and Fun. However, these examples of holiday provision can only provide a snapshot of some of the larger national and regional programmes operating across the UK and little is known about the scale of holiday provision (Lambie-Mumford & Sims, 2018). In addition, there is a lack of research on how holiday provision is delivered and the challenges experienced by the providers, the settings used by holiday clubs, target demographics and staffing of holiday clubs (Lambie-Mumford & Sims, 2018).

Third sector reports on holiday provision demonstrate that holiday clubs typically serve food as part of their provision (Forsey, 2017; McConnon, Morgan, Godwin, et al., 2017; Wolhuter, 2016).

Whilst many clubs offer a range of enrichment activities in addition to food provision, a principal aim of holiday provision remains to attenuate the risk of food insecurity in low income households during the school holidays (Forsey & Mason, 2015). Food insecurity is associated with the ability to access healthy and affordable food and there has been a notable rise in the number of emergency food provision schemes to support those most at risk (Lambie-Mumford, 2013). Unsurprisingly, therefore, foodbanks are playing an increasing role in the provision of emergency food parcels for children, particularly in areas where childhood deprivation is high (Lambie-Mumford & Green, 2017). A recent study established an association between neighbourhood deprivation and pre-school children experiencing food insecurity (Benjamin Neelon, Burgoine, Gallis, et al., 2017). In order to better understand the issue of food insecurity and to match need with provision, there is a need to establish if holiday clubs are located in the most disadvantaged neighbourhoods, as has been the case with foodbanks. Previous research illustrates that persistent poverty is highest amongst ethnic minority groups (Baranard et al., 2017) so it is important to not only consider the geographic area in which holiday clubs operate but also the communities that access this provision. Kneafsey, Owen, Bos, et al. (2017) highlight the challenges associated with food provision supplied by third sector organisations. Charity-led food initiatives are delivered in a piecemeal approach because of their often restricted access to funding and availability of financial reserves. The result is that, often, the most marginalised are excluded from this type of support (Kneafsey et al., 2017). This finding is consistent with the result of other studies which illustrate that voluntary organisations that rely on local philanthropy tend to be located in areas of least need (Clifford, 2012; Salamon, 1987; Salamon & Toepler, 2015). Third sector organisations operating in less deprived areas benefit from local philanthropy, more resources and volunteers to help undertake their advocacy work. The corresponding lack of this in the most deprived areas is referred to as 'voluntary sector failure' (Salamon, 1987). Further evidence is needed to identify if holiday clubs are operating in the most disadvantaged neighbourhoods and reach out to those most in need i.e. in ethnic minority areas and offering support to all low-income families.

Over the past decade there has been growth in the number of food aid projects and foodbanks distributing emergency food parcels to support people at risk of food insecurity (Forsey & Mason, 2015; Lambie-Mumford et al., 2014). The largest foodbank provider in the UK, Trussell Trust, accounts for approximately two thirds of all emergency foodbank provision in the UK. Figures from the Trussell Trust demonstrate this growth in foodbank use: their foodbanks distributed 1.3m emergency food parcels in 2017/18 compared to 347,000 food parcels in 2012/13 (Trussell Trust, 2018b). This partly reflects the growth in the number of foodbanks with over 420 foodbanks established in 2017/18 compared to 345 foodbanks in 2012/13 (Trussell Trust, 2018b). Furthermore, the data reveals that, during this period, over a third of all food parcels were provided for children (Trussell Trust, 2018b). Similarly, there has been anecdotal evidence from third sector reports and the media suggesting a growth in the number of organisations delivering holiday

provision and serving food (BBC, 2018; Mayor's Fund for London, n.d.). Thus, further research is required to identify the scale of holiday provision and determine if the emergence of holiday provision and the provision of food at holiday clubs are recent phenomena and akin to the growth in use of foodbanks by low income families and children (Lambie-Mumford & Green, 2017).

The aim of this study is to provide context for this thesis and to fill the gaps in the literature on the need for holiday provision and the delivery and location of holiday clubs. This study will be split into two parts, Part A and Part B, which corresponds to two data collection points in 2016 and 2017. Data collection for Part A of this study took place in 2016 and examines the location of holiday club and identifies if holiday clubs operate in the most economically disadvantaged communities in England. In addition, this part of the study examines how civil society organisations, local authorities, schools and housing associations are supporting families during the school holidays. The data collection for Part B of this study occurred in 2017 and examines the potential growth in the number of holiday clubs across the UK. Part B of the study also explores the delivery of holiday provision and examines the target demographic, food provision and staffing at holiday clubs.

3.2. Part A: Location of holiday clubs and delivery of holiday provision

3.2.1. Study aims

The aim of Part A of this study is to investigate if holiday clubs are located in neighbourhoods most in need and to examine the delivery of holiday provision. Thus, the research questions are as follows:

- Are holiday clubs located in economically disadvantaged communities in England?
- What are holiday club providers' perceived needs for holiday provision?
- What types of organisations are implementing and delivering holiday provision?
- How is holiday provision delivered?
- How do families access holiday provision?

3.2.2. Method

3.2.2.1. Participants

Part A of the study adopted a non-probability purposive sampling strategy. This type of sampling strategy was adopted as this was the first research study to undertake a quantitative survey to establish the types of organisations delivering holiday provision and the location of these holiday clubs. A survey, hosted by Qualtrics, was distributed online through the membership bases of the APPG on School Food and the Association of Public Service Excellence (APSE). The APPG on School Food comprises of MPs as well as private, public and third sector organisations concerned with matters relating to school food, child hunger and food education. Additionally, the membership base of APSE was included as this encompasses a network of managers from local

authorities across the UK. Organisations opt in to both the membership bases of APPG on School Food and APSE. The rationale for using the membership bases of these organisations was to reach a large diverse range of organisations delivering holiday provision including local authorities, schools, Public Health bodies, faith groups and third sector organisations. It is acknowledged that church and faith groups may have been underrepresented by this sampling method.

3.2.2.2. Online survey

A self-completing survey was created using themes established from third sector reports on holiday provision (APPG on School Food, 2015; Butcher, 2015; Rai, 2015). The main themes derived from these reports were developed into survey questions under the following sections: perceived need for holiday provision; type and location of holiday clubs; models of holiday provision and accessing holiday provision. The survey incorporated a series of closed questions to capture rich data on the need for holiday provision and delivery of holiday clubs. In addition, there were two open questions at the end of the survey for respondents to list barriers to setting up holiday provision and additional comments about their provision. Respondents were also invited to supply the postcode of their holiday club for the purpose of mapping the holiday provision. In total, there were 37 questions that took approximately 10 minutes to complete⁵. See Appendix Bi for a copy of the survey. To test the survey for face validity, a draft questionnaire was piloted by the Principal Advisor of APSE and the Policy Advisor to the APPG on School Food. The purpose of piloting the survey questions was to ensure the questionnaire effectively captured the topic under investigation and the questions were clear and comprehensible. The questionnaire was uploaded into Qualtrics and further tested by researchers within Northumbria University's Healthy Living Lab prior to distribution to confirm the questions worked, the questionnaire was correctly formatted in Qualtrics and the wording and instructions were clear for respondents.

An online survey invitation and link were emailed to members of these organisations and further distributed amongst employees within their organisations and associate partners. A more detailed description of this method is outlined in the Methodology chapter, section 2.2.1.1. The online survey was active for three weeks from 29 April to 21 May 2016.

3.2.2.3. Statistical analysis

Location of holiday clubs

Data collected on the postcodes of holiday clubs in England were used for this part of the analyses. For the purpose of this study, neighbourhood is defined using the Lower Super Output Areas (LSOAs) in England. LSOAs are areas which are designed to have a similar population size of approximately 1,500 residents or 650 households. The areas are produced by the Office for

⁵ No demographic details of the participants completing the online survey were collected for the purpose of this study.

National Statistics for reporting and analysing small area statistics. In England there are 32,844 LSOAs. The Department for Housing Communities and Local Government (2015) define LSOAs as small areas or neighbourhoods and this level of neighbourhood analysis has been used in previous studies examining food insecurity (Benjamin Neelon et al., 2017; Lambie-Mumford & Green, 2017).

Independent sample t-tests were undertaken to compare the differences between neighbourhoods with and those without holiday clubs and to understand the characteristics of a neighbourhood with holiday clubs. Binary logistic regression ('1' = at least one club operates in LSOA; '0' = no clubs report operating in LSOA) was then carried out to ascertain if there is an association between the level of economic deprivation and location of holiday club. All analyses were carried out using SPSS version 22.

Dependent variable: Neighbourhoods were coded using a binary code: if a LSOA had one or more clubs in the variable Holiday Club it was scored "1" and "0" if there were no clubs located in the neighbourhood.

Independent variables: Three independent variables were used to measure whether a neighbourhood was economically disadvantaged: Average Income; Percentage of Single Parent Unemployed Households; and Deprivation Affecting Children. LSOAs with a lower than average household income reflect a greater level of disadvantage of that neighbourhood. Thus, if the average household income of a LSOA decreases, the odds of having a holiday club should increase if these clubs are located in areas of deprivation. The data for this variable (*Average Income*) was obtained from the UK Data Service's Experian Demographic Dataset (Experian Limited, 2007). Using 2011 census data, Experian estimates average household income within LSOAs. The average income ranges from £9,168 to £128,508 between LSOAs and the average income across all LSOAs is £34,265 (SD = 12,946). The second variable to examine the economic disadvantage of a neighbourhood is the percentage of single parent households with dependent children who are not in employment or suffer from long term health issues or disability (*% of Single Parent Unemployed Households*). Single parent households are more likely to experience persistent poverty than any other groups (ONS, 2017). Previous research illustrates that lone-parent households have insufficient income to cover basic needs and tend to follow poor quality diets which are inadequate for health (Dowler & Connor, 2011; Dowler & Lambie-Mumford, 2015). According to government statistics, in 2015-2016 almost twice as many children living in single parent families (47%) lived in relative poverty compared to children living in families with two parents (24%). That means that after housing costs, there is a household income that is below 60% of the national median (Department for Work & Pensions, 2017a). Furthermore, in 2015-2016, 68% of children living in single parent workless families lived in relative poverty, after housing costs, compared to

29% of children who were living in single parent families in full-time employment (Department for Work & Pensions, 2017a). The dataset used for this variable was obtained from the Office for National Statistics 2011 Census Data (available at www.nomisweb.co.uk). The percentage of workless lone parent households with dependent children was calculated from the total number of households within each LSOA. The percentage of these households ranged from 0% to 26% across all LSOAs, with an average of 3.04% (SD = 2.07). As the proportion of single parent workless households increases across neighbourhoods, the probability that a holiday club will be located in a neighbourhood should also increase. The final variable used to measure economic disadvantage is deprivation affecting children (*Income Deprivation Affecting Children*). The data for this variable was obtained from the English Indices of Deprivation 2015 (available at www.gov.uk/government/statistics/english-indices-of-deprivation-2015) using the Income Deprivation Affecting Children Index. This dataset is compiled by the Department for Housing, Communities and Local Government and measures the proportion of children, aged between 0 and 15 years, living in deprived families in 2015. The Income Deprivation Affecting Children Index is a subset of the Income Deprivation Domain which measures the proportion of the population experiencing deprivation relative to low income at the LSOA level. The Department for Housing, Communities and Local Government define low income: as people who are out of work; and people in work but who have low earnings (Department for Housing Communities & Local Government, 2015). The *Income Deprivation Affecting Children* variable ranges from a score of 0 to 0.92 across all LSOAs in England and the average is 0.18 (SD = 0.13), equivalent to an average of 18% of children living in income deprived households. The research suggests that holiday clubs are more likely to operate in those neighbourhoods with the highest levels of childhood deprivation.

In addition to these independent variables measuring economic disadvantage, two additional independent variables were included to measure ethnic inclusiveness. To measure ethnic inclusiveness data obtained from the Office for National Statistics 2011 Census Data (available at www.nomisweb.co.uk) was used to create the variable, *% Ethnic Population*. The 2011 Census collected data according to respondents' perceived identity and includes the ethnic group 'English / British'. A 'non-English / British' variable was calculated from this data. The range for *% Ethnic Population* variable was between 0% and 99% with an average of 13.8% of residents within a LSOA (SD = 18.7). Thus, if a holiday club is located in an area of greatest need and provides inclusive provision, it is expected that as the proportion of non-English / British residents increases, the odds in a holiday club operating in a neighbourhood increases.

Control variables: For the binary logistic regression analysis four control variables were included as these might be associated with the presence of absence of a holiday club within a neighbourhood. The first two control variables are *Population* and *Population Density*. The

Population variable measures the number of people residing in the LSOA in 2015. The average number of residents across LSOAs is 1,627 (SD = 3,152). The *Population Density* variable measures the number of residents per kilometre squared in 2015. Data for these variables were obtained from the Office for National Statistics, Lower Super Output Area Population Density (available at www.ons.gov.uk). The third control variable, *Civil Society Organisations*, controlled the number of civil society organisations within a LSOA. Data for this variable was obtained from the UK Data Service and compiled by the Third Sector Research Centre (Alcock & Mohan, 2013). The final control variable was the *Per Capita Benefit Expenditures* to control for the annual per capita amount of income, employment and disabled related benefits distributed by the neighbourhood's local authority for the financial year, 2014-2015. These data were obtained from the Department for Work and Pensions (available at www.gov.uk).

Delivering holiday club provision

Data collected from the survey of organisations delivering holiday provision across all of the regions of the UK were included in this part of the analyses to investigate how holiday provision is delivered. Data from the survey were coded and analysed, with the aid of SPSS Version 22 and Excel, using descriptive statistics and frequency tables. The findings are presented in Appendix C under the following sections: type of organisations implementing holiday clubs, delivery of holiday provision, and accessing holiday provision. Data from the comments section of the survey were analysed using a process of thematic analysis to establish key themes from the data and identify how holiday provision is delivered. An advantage of thematic analysis is its flexibility of approach which allows for data analyses, regardless of sample size and data collection method used (Braun & Clarke, 2013). Braun and Clarke (2013) argue that this method can be applied to any data collected from a wide range of data collection techniques from focus groups to surveys. The data were given initial codes relating to their content and grouped on similarity of content. These groupings created main themes and appropriate theme headings were used to represent the content of each theme. Respondents' comments are included in the analyses and help to explain some of the findings generated from the quantitative data.

3.2.3. Results

A total of 428 organisations completed the survey in 2016. Over two-thirds of respondents from the survey were either delivering or planning to deliver holiday provision as presented in Table 3.1. The response rate for the survey illustrates that the sampling frame employed, via the databases of APSE and APPG on School Food, targeted a large proportion of organisations delivering or planning to deliver holiday provision.

Table 3.1. Number of respondents delivering or planning to deliver holiday provision in 2016

	2016	
	N	%
Delivering or planning to deliver holiday provision	325	75.9%
No holiday provision	103	24.1%
Total	428	

3.2.3.1. Location of holiday clubs

Organisations from all regions across the UK responded to the survey, with over three-quarters (82.9%) of responses from organisations located in England. Northern Ireland represented the region with the lowest response rate (N=7). Within England, London and North East England constituted the areas with the largest number of responses and the rest of the regions in England were fairly evenly represented except for East of England which only accounted for 3.1% of the total responses (N=8). The data on response rate by UK region is presented in Table C1 of Appendix C.

The first part of the analyses for Part A of this study, examines the location of holiday clubs in England in further detail to determine if these clubs are located in neighbourhoods most in need. The analyses examine neighbourhoods with one or more holiday clubs and neighbourhoods without any holiday clubs in England. From the survey, the total response rate for England was 346. Organisations that did not provide or plan to provide holiday provision, did not provide a postcode for mapping or charged for their provision were removed from the sample. Thus, the analyses focused on holiday clubs providing provision free at the point of use or at a nominal charge. The final sample for this part of the analysis was 100 holiday clubs. Table 3.2 illustrates the types of organisation delivering holiday clubs in England.

Table 3.2. Type of organisation delivering holiday clubs in England in 2016

<i>Type of organisation</i>	<i>N</i>
Church / faith group	30
Voluntary / community group	28
Local authority	27
School	7
Other	6
Foodbank	1
Housing association	1
Total	100

The location of the holiday clubs in England are represented in Figure 3.1 and mapped against the level of childhood deprivation, IDACI (Department for Housing Communities & Local

Government, 2015). The map represents the proportion of deprivation affecting children within each local authority: the darker the shading, the greater the level of childhood deprivation within a local authority. The location of the holiday clubs are mapped on the first part of their postcode. The map suggests that holiday clubs are located in local authorities with greater levels of childhood deprivation. Moreover, it illustrates that there is a concentration of clubs around the major cities of London, Birmingham, Manchester, Liverpool and Newcastle upon Tyne. Still, there are areas with no holiday clubs where levels of childhood deprivation are high, most notably, coastal communities and the older industrial areas of England for example Grimsby, Blackpool, Clacton-on-Sea and Middlesbrough.



Figure 3.1. Location of holiday clubs in England by level of deprivation affecting children

Independent t-tests were undertaken to examine the differences of means in neighbourhoods where a holiday club is operating versus non-holiday club neighbourhoods. Table 3.3 illustrates the findings from the independent t-test analyses. The findings demonstrate significant differences in the ethnic population and economic disadvantage of neighbourhoods with holiday clubs compared to non-holiday club neighbourhoods. The findings illustrate that, overall, holiday clubs are operating in LSOAs with a greater proportion of single parent unemployed households, with a lower than average household income and in areas where there is a greater percentage of deprivation affecting children compared to non-club LSOAs. Furthermore, neighbourhoods with

holiday clubs have a higher percentage of ethnic (non-English / British) population compared to non-holiday club neighbourhoods. An independent t-test was carried out to examine neighbourhoods with holiday clubs operated by local authorities and schools compared to non-holiday club neighbourhoods. The findings illustrate similar evidence: holiday clubs run by local authorities and schools are more likely to operate in more deprived neighbourhoods with a higher than average percentage of ethnic population. Finally, an independent t-test was undertaken for neighbourhoods with holiday clubs run by community and church or faith groups compared to non-holiday club neighbourhoods. The findings demonstrate that holiday clubs operated by community and church or faith groups are more likely to operate in economically disadvantaged neighbourhoods compared to non-holiday club neighbourhoods. However, holiday clubs run by community and church or faith groups are not likely to operate in neighbourhoods that have a higher or lower percentage of ethnic (non-English / British) population. (7.81% vs 7.92%; ns).

Binary logistic regression was run to assess the relationship between the odds of the categorical dependent variable of neighbourhoods having a holiday club and measures of deprivation and ethnic inclusiveness (see Table 3.4).

The binary logistic regression model, in terms of odds, can be represented by the following equation:

$$P_i/(1-P_i) = \exp(\beta_0 + \beta_1(\% \text{ Ethnic Population}) + \beta_2(\text{Average Income}) + \beta_3(\text{Deprivation Affecting Children}) \\ + \beta_4(\% \text{ of Single Parent Unemployed Households}) + \beta_5(\text{Civil Society Organisations}) + \beta_6(\text{Per Capita Benefit Expenditures}) \\ + \beta_7(\text{Population}) + \beta_8(\text{Population Density}))$$

Table 3.3. Neighbourhood comparison of holiday club versus non-holiday club in England LSOAs using difference of means tests

<i>Variable</i>	<i>Holiday club</i>	<i>Non-holiday club</i>	<i>Difference</i>	<i>SE of Difference (t-score)</i>
LSOAs Containing One or More Holiday Hunger Club versus All Other LSOAs				
<i>% Ethnic Population</i>	24.99%	13.78%	11.25	1.89 (5.95)***
<i>Average Income</i>	£25,603	£34,289	-8,685	1,350 (-6.43)***
<i>Deprivation Affecting Children</i>	0.327	0.185	0.144	0.014 (10.61)***
<i>% of Single Parent Unemployed Households</i>	6.08%	3.04%	3.04	0.289 (10.54)***
N	98	31,580		
LSOAs Containing One or More Local Authority/School Club versus All Other LSOAs				
<i>% Ethnic Population</i>	45.68%	13.74%	31.93	3.35 (9.51)***
<i>Average Income</i>	£22,815	£34,275	-11,458	2,244 (4.68)***
<i>Deprivation Affecting Children</i>	0.368	0.185	0.183	0.024 (7.57)***
<i>% of Single Parent Unemployed Households</i>	7.03%	3.04%	3.99	0.52 (7.59)***
N	28	31,644		
LSOAs Containing One or More Church/Community Club versus All Other LSOAs				
<i>% Ethnic Population</i>	12.98%	13.78%	0.79	2.43 (0.33)
<i>Average Income</i>	£26,962	£34,277	-7,315	1,716 (-4.26)***
<i>Deprivation Affecting Children</i>	0.309	0.185	0.125	0.018 (7.12)***
<i>% of Single Parent Unemployed Households</i>	5.61%	3.03%	2.58	0.37 (6.98)***
N	57	31,615		

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 3.4. Binary logistic regression predicting the presence of holiday hunger clubs within England neighbourhoods

	<u>All Clubs</u>	<u>LA / School Clubs</u>	<u>Community / Church Clubs</u>
	Odds Ratio	Odds Ratio	Odds Ratio
	(t-score)	(t-score)	(t-score)
<i>% Ethnic Population</i>	5.006** (2.85)	162.5*** (6.41)	0.0712* (-2.18)
<i>Average Income (tens of thousands of £)</i>	0.847 (-1.04)	0.753 (-0.87)	1.011 (0.06)
<i>Deprivation Affecting Children</i>	69.61*** (3.30)	770.4** (3.03)	64.31* (2.46)
<i>% of Single Parent Unemployed Households</i>	1.064 (1.34)	1.003 (0.04)	1.103 (1.56)
<i>Civil Society Organisations (thousands of orgs)</i>	0.918 (-1.00)	1.209 (1.25)	0.814 (-1.88)
<i>Per Capita Benefit Expenditures (thousands of £)</i>	1.261 (0.63)	2.543 (1.36)	0.600 (-1.07)
<i>Population (thousands of people)</i>	1.964* (2.42)	2.299 (1.94)	1.748 (1.32)
<i>Population Density (thousands)</i>	0.0000989** (-3.14)	0.00000986* (-2.45)	0.00994 (-1.32)
Neighbourhoods (LSOAs)	30747	30747	30747
Log likelihood	-544.087	-172.283	-364.134
Pseudo R-squared	0.089	0.206	0.067

* $p < .05$; ** $p < .01$; *** $p < .001$

Firstly, the findings demonstrate that there is no statistically significant relationship between average household income or percentage of single parent unemployed households and the probability of a holiday club being located in a LSOA. However the explanatory variable, Deprivation Affecting Children is related to the probability of a holiday club within a neighbourhood: each increase of the Deprivation Affecting Children index (i.e. from 0 to 1.00) increases the odds of a holiday club in a LSOA by a factor of 69.61 ($p < .001$) for all holiday clubs; a factor of 770.4 ($p < .01$) for clubs operated by local authorities and schools; and a factor of 64.31 ($p < .05$) for clubs operated by community groups and church or faith groups. These findings illustrate that, overall, holiday clubs are located in areas of greatest need.

A further finding from the binary logistic regression analyses illustrates a relationship between ethnicity and the probability of a holiday club being located in a neighbourhood however this relationship is not uniform across all holiday club providers. As the proportion of non-English / British residents increase in a neighbourhood, the odds of a holiday club run by local authorities and schools within that neighbourhood increases by a factor of 162.5 ($p < .001$). However, the inverse occurs for holiday clubs run by community groups and church or faith groups. As the proportion of non-English / British residents increase in a neighbourhood, the odds of a holiday club run by community groups and church or faith groups decreases by a factor of 0.0712 ($p < .05$). Thus, holiday clubs run by community groups and church or faith groups are more likely to run in neighbourhoods with a higher proportion of English / British residents.

The following section presents findings, using data on holiday clubs from all regions of the UK, on the perceived need of holiday provision, the delivery of holiday clubs, the access to and availability of holiday provision and the challenges experienced by organisations in establishing holiday provision.

3.2.3.2. Perceived need for holiday provision

In the survey, respondents were asked to rank the top three needs of children and their families during the school holidays. The findings are presented in Figure 3.2. The three greatest needs for families and children across the UK, during the school holidays, were considered to be food provision, a safe place to play and childcare provision, with education activities, health, crime prevention and school readiness considered the lowest priorities.

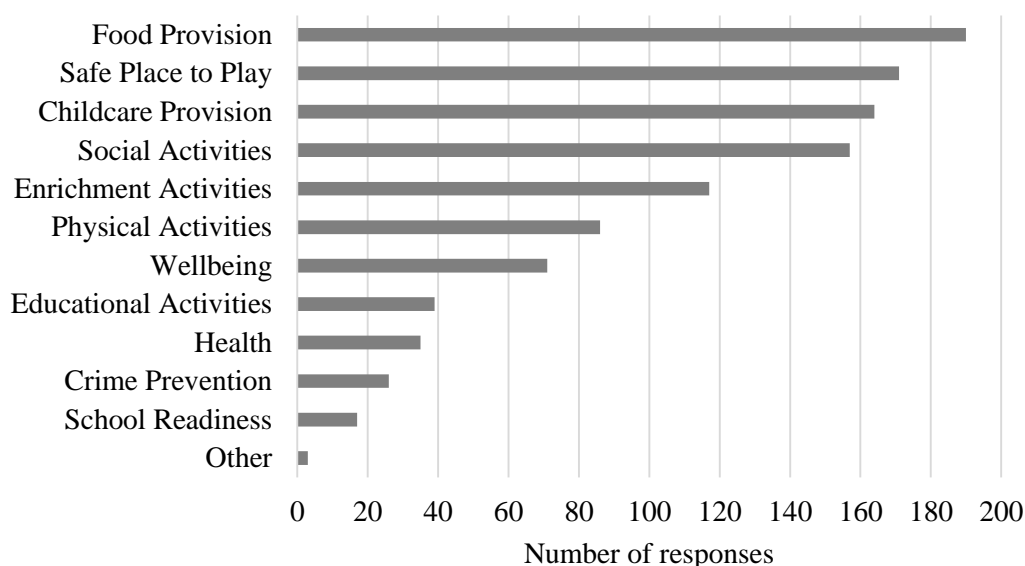


Figure 3.2. Perceived needs for families and children in the community during the school holidays

Respondents further elaborated on the need for families to have additional support alongside food provision and childcare during the school holidays in the comments section at the end of the survey. The lack of sufficient food during the school holidays was considered an issue for low income families: *“Holiday hunger is a problem that school is very aware of and we do offer snacks / food related activities during our club”* (school, East Midlands). Moreover, organisations highlighted a need for adequate childcare provision to support parents and ensure they can maintain their working commitments: *“Parents rely heavily on our services in order to continue to work”* (voluntary / community group, London). One organisation highlighted the gaps in childcare provision across the country: *“[There is a] national shortage of childcare for disabled children, we are one of the few in the country”* (voluntary / community organisation, North West England).

3.2.3.3. Type of organisations delivering holiday provision

Data from the survey identified the various types of organisations delivering holiday provision. It is evident that a range of organisations are involved in delivering holiday provision across the UK (see Appendix C, Table C1). These organisations include voluntary or community organisations, local authorities, church or faith based groups, schools, foodbanks and housing associations. The survey also identified ‘other’ organisations which also provided holiday provision. These included charities, day nursery or childcare providers, food redistribution organisations and the NHS.

Whilst it is evident that a large range of organisations are responding to local need and are involved in delivering holiday provision, approximately half of all responses from the survey came from voluntary or community based organisations and church or faith groups.

3.2.3.4. Delivery of holiday provision

Data from the survey illustrated how holiday clubs have been implemented and delivered across the UK. The findings identified the range of settings used by holiday clubs, the need for organisations to collaborate with partner agencies to deliver the provision and the types of activities and food offered at holiday clubs.

It is evident from the survey that most of the holiday clubs operate on a small scale basis with almost three-quarters (N=170) of organisations delivering provision via one club (Appendix C Table C2). Despite respondents citing childcare provision as one of the top three perceived needs for families and children during the school holidays, holiday provision is not consistently delivered throughout the year. The most common period for holiday clubs to take place is during the summer school holiday and the majority of organisations (N=192) deliver holiday clubs during this period although many organisations also offer provision during half term and Easter holidays. The least popular period for delivering holiday provision is during the Christmas school holiday when only approximately a third of organisations (N=76) offer holiday provision.

The most common types of sessions offered by organisations are child-only sessions on either a full-day basis (a continuous period of four hours or more) or a half-day basis (a session of less than four hours). Two-fifths of child-only sessions are delivered by community or voluntary organisations (N=68) and one-fifth by local authorities (N=34). Whilst organisations viewed the need for childcare provision within their communities, only just over a third of all sessions (N=87) are delivered on a full day child-only basis. Holiday clubs delivered by church and faith groups concentrate more on parent accompanied sessions and these organisations deliver two-fifths (N=22) of this type of provision (Appendix C Table C3).

It is evident from the survey that a range of different settings are used for holiday provision. The most common settings are schools, community centres and church or faith halls. Youth centres and parks are also frequently used. In addition, other community domains such as adventure playgrounds, children's centres and community gardens are used by organisations as settings for their holiday clubs. The survey revealed that less than a fifth of organisations (N=31) provided transport to their holiday schemes so, in the main, families are expected to make their own travel arrangements to attend the settings.

Data from the survey demonstrated that many organisations adopt a collaborative approach and work with partner agencies to deliver holiday provision – over three-fifths of organisations (N=115) cooperate with other organisations in the delivery of holiday clubs. Organisations frequently cited that they collaborate and work in partnership with schools, council departments, third sector organisations, sports organisations and food suppliers to deliver their provision

(Appendix C Table C4). Respondents further elaborated on the development of partnerships and collaboration to deliver holiday provision in the comments section of the survey: *“XX is a grassroots response that is coordinated by XX. Churches and community groups come together to offer clubs across the area, sharing training and resources and food is supplied centrally via the foodbank”* (church / faith based organisation, North East England). *“We have two clubs operating in collaboration with housing associations and this summer will be running an afternoon tea-time club for children and families”* (foodbank, North West England).

The most popular activities provided by organisations at holiday clubs are craft or art activities, physical activities, cookery and off site activities or visits. Educational activities are also frequently offered despite being considered by respondents as a low priority need for children during the school holidays. In addition organisations provide off- and on-site advisory services for parents as part of their holiday provision. Food provision is delivered by the majority of organisations with over three-quarters of organisations (N=151) providing food. The most common meals provided are lunch and snacks, although breakfast is also frequently offered. Other meals delivered by holiday clubs include brunch and tea as well as providing food ingredients for families to take home and cook. Whilst the majority of organisations provide food free of charge, data from the survey demonstrates that approximately one tenth of organisations (N=17) charged families for food provision (Appendix C Table C5).

3.2.3.5. Accessing holiday provision

Data on the methods used by organisations to signpost families to their holiday provision was gathered in the survey (Appendix C Table C6). From the survey, it is evident that organisations are almost equally split 48%, 52% between using a referral system and offering a universal provision to families and children. The organisations that adopt a referral system rely on partner agencies to refer families to their holiday clubs. The most common means for families to be referred to the holiday clubs are through schools, family support teams, social services or by self-referral. Organisations offering a universal provision rely on a range of methods to publicise and communicate their holiday club to the community. The main methods employed, by these organisations, are word of mouth, leaflets or posters, school communications or via social media. The findings demonstrate that not all holiday provision is delivered free at the point of use basis and over a third of organisations (N=76) charge families for attending the holiday club: of these, two thirds of organisations (N=52), charge families more than £5 per session (Appendix C Table C7).

In the comments section of the survey, respondents recognised the need to develop relationships and engage with families and the community to ensure they are targeting and assisting those families in need: *“Our schemes are provided for the most vulnerable families who know and trust*

us and so they are tailored to their needs and vary in type according to service user needs” (voluntary / community organisation, North East England). Nevertheless even organisations that might have an existing relationship with families and an awareness of those families in need of extra support during the school holidays experience challenges around encouraging and recruiting these families to use the provision: *“those children who might be most in need are often not in our Holiday Club as parents lack the motivation to book them on and bring them. We try our best to target those children and have a worker who identifies them, we go out in the playground to book people on and raise awareness, we ring families who don’t turn up to the first session but there are limits to how much pressure you can put on families to engage in a voluntary activity”* (school, East Midlands).

3.2.3.6. Challenges of delivering holiday provision

It is evident from the survey that two-fifths of organisations (N=78) have experienced challenges with setting up their holiday clubs (Appendix C Table C8). The most significant barrier experienced by organisations is the cost of running a holiday club and this is exacerbated by the availability of and access to sufficient funding to cover the cost of delivering this provision. Further barriers cited by organisations include the recruitment of staff and volunteers, obtaining access to a suitable venue, engaging with families and poor attendance at the holiday club. Respondents were able to further expand on the challenges they experienced of securing funding for their holiday club in the comments section of the survey. A concern raised by organisations is their reliance on private donations and the lack of centralised government funding to support holiday provision: *“It is only with the support of generous donors that we can provide our service. We are desperate to expand the number of places and government funding would enable us to do this”* (voluntary / community organisation, London). Furthermore, one respondent highlighted the need for long term funding to ensure the sustainability of this type of provision: *“We have been delivering a local scheme developed on the back of local need for ten years. Every year it has got more and more difficult to cover the cost of the scheme. We are a well-used scheme and wish to grow not shrink. The service that we offer is vital for many local families - it is low cost, local and accessible”* (voluntary / community organisation, North West England).

3.2.4. Discussion

Part A of this study examined the geographic location of holiday clubs and explored whether holiday provision in England is located in the most disadvantaged neighbourhoods of England. It provided a unique contribution to research on holiday provision and, to the author’s knowledge, this is the first attempt of a census of holiday clubs, located in England, established for the purpose of providing support to low income families during the school holiday period. It is evident from the findings that a range of organisations are responsible for delivering holiday provision and these are operating within economically disadvantaged neighbourhoods in England.

Part A of this study examined the location of holiday clubs at the household level to identify if these clubs are located in areas of greatest need and operating in an inclusive manner. Whilst the findings did not establish an association between the average household income, the proportion of single parent unemployed households and the odds of a holiday club in a neighbourhood, it established that the deprivation affecting children variable is associated with the probability of a holiday club in a neighbourhood. Thus, the findings suggest that holiday clubs that are focused on reducing holiday hunger are located in neighbourhoods in areas of high child deprivation. This finding supports prior research demonstrating that foodbanks are increasingly playing a greater role by providing food to households with children, particularly in areas where child deprivation is high (Lambie-Mumford & Green, 2017). Previous research on the supply of voluntary sector organisations highlight the risk of ‘voluntary sector failure’ and the lack of civic activity in areas of greatest need (Mohan, 2011; Salamon, 1987; Salamon & Toepler, 2015), nevertheless findings from Part A of this study, demonstrate that holiday clubs are located in the most economically disadvantaged neighbourhoods. Therefore, these findings, to some extent, support an empirical study carried out by Clifford (2012) who mapped the location of third sector organisations by the Index of Multiple Deprivation in England. Clifford (2012) identified that whilst there is an unevenness of supply and a prevalence of formal voluntary organisations located in less deprived areas, the relationship is nonlinear and the most deprived communities of all have a slightly higher number of voluntary organisations than those who are slightly less deprived. The distribution of voluntary organisations in areas of neighbourhood deprivation depends upon the size of the organisation, whether the organisation receives government funding and the type of advocacy work delivered by the organisation (Clifford, 2012). Clifford (2012) argues that voluntary organisations involved in public services are more prevalent in the most deprived areas. The findings from this study are consistent with the research undertaken by Clifford (2012) demonstrating that holiday clubs, operated by local authorities and schools, have the highest odds of being located in a neighbourhood with high levels of childhood deprivation. Whilst holiday clubs, regardless of the type of provider, are found to be located in areas of greatest need, the findings suggest that additional government support would enhance and sustain provision in the most deprived areas (Clifford, 2012).

Although holiday clubs are found to be located in areas with high child deprivation, the results for ethnicity are more mixed. As the proportion of non-English / British residents increases in a neighbourhood, the odds of a holiday club run by local authorities or schools increases whereas the inverse is true for neighbourhoods with holiday clubs run by voluntary or community groups and church and faith groups. These findings, to some extent, support existing literature on the accessibility of community food aid delivered by faith based groups within ethnically diverse communities in North East England (Power, Doherty, Small, et al., 2017). Power et al.'s (2017)

study of food aid in Bradford identified that most faith providers of community food aid are Christian organisations and there are a few organisations providing food aid specifically for Muslim communities despite the demographic context of the city. This raises the issue of whether ethnic groups are excluded from this provision (Power et al., 2017). Conversely, other literature suggests that in communities with a large proportion of ethnic groups, an ethnic ‘group density’ effect on health exists; ethnic groups from low socioeconomic status benefit from better health outcomes than other disadvantaged groups due to the support networks within their communities (Pickett & Wilkinson, 2008). It is, therefore, possible that these support networks reduce food insecurity among certain ethnic groups. Despite a possible ‘group density’ effect, it is evident that Bangladeshi and Pakistani groups have the highest rates of poverty and are more likely to experience persistent poverty and material deprivation compared to white ethnic groups in the UK (Baranard et al., 2017).

In addition to identifying the geographical location of holiday clubs, Part A of this study explored the need for holiday provision and how holiday provision is implemented and delivered, more specifically, investigated the types of organisations responsible for delivering holiday provision, how families access this provision and the challenges experienced by organisations in establishing and delivering holiday clubs.

Findings from the survey demonstrate that holiday clubs are located across all regions of the UK although there are a concentration of holiday clubs in London and North East England. This is unsurprising given that previous research conducted by Beatty and Fothergill (2014) identified London Boroughs and the older industrial areas of England, which includes North East England, as among the regions hit hardest by the welfare reforms since 2010. The findings also demonstrate that a diverse range of organisations are responsible for delivering holiday provision. These include the voluntary sector, local authorities, schools and churches. Despite the involvement of local authorities and schools in delivering holiday provision, the findings illustrate that an absence of statutory provision from central government, has given rise to a grassroots response to delivering holiday clubs - over half of all holiday clubs are operated by voluntary and community groups or church groups.

Findings from the survey identified a range of needs for low income families during the school holidays. The key needs cited by organisations were food provision, a safe place for children to play and childcare provision. These findings support literature by third sector organisations and all-party parliamentary groups highlighting challenges for low income families during the school holidays due to the lack of FSM provision and the challenge of securing a nutritious meal (Butcher, 2015; Forsey, 2017; Gill & Sharma, 2004) as well as sourcing adequate and affordable childcare (Butcher, 2015). The findings from the survey also identified a need for children to have a safe

place to play. These three key needs, together with the organisations' response, will be discussed in this section in further detail.

The most important need identified by organisations for children during the school holidays, was the need for food provision. In the absence of FSM provision during the school holidays, organisations have recognised and responded to the challenge facing families to obtain affordable, nutritious meals during the school holidays. As a result, over three-quarters of organisations provide food at their holiday club. Whilst a range of meals are offered, the most popular meals are lunch and snacks, and it is common for food to be provided free of charge. The findings support existing evidence that holiday clubs support low-income families and reduce the risk of these families experiencing food insecurity (Long et al., 2017). Nevertheless, the findings demonstrate that further research is required on how food provision is delivered at holiday clubs and the types of meals that are prepared and served to children within holiday club settings.

Holiday clubs not only provide food but also offer a safe place for children to play in a variety of community settings. Since 2011 there has been a reduction in central government funding of 40% to local governments resulting in cuts to local services. These include youth services, leisure facilities and libraries (Local Government Association, 2014). In relation to children, this has resulted in a lack of child specific provision meaning there is a recognised need for more safe places for children to play. The most common settings used by holiday clubs are schools, community centres and church halls. However, it is evident from previous research that certain settings sometimes act as a barrier preventing families from attending. This results from preconceived ideas about particular venues, for instance some families experience stigma from attending a holiday club located in a church hall (Defeyter et al., 2015). Within holiday clubs, organisations offer a range of structured activities; the most popular activities are craft or art activities, physical activities, cookery and off-site activities or visits. In addition, some holiday clubs offer support to parents through the provision of off- or on-site advisory services. This finding is consistent with research by Defeyter et al. (2015) which identified that holiday clubs offer additional support to families beyond food and activities and can help with accessing other services. Therefore, it is evident that holiday clubs are providing a range of services to communities, services that were traditionally provided by local authorities.

The third need identified by organisations for families and children during the school holidays is childcare provision. This finding is consistent with previous studies illustrating the inadequacies in holiday childcare (Cameron et al., 2016; Diss & Jarvie, 2016). The most notable gaps identified in childcare provision are for children aged 12 years or over, families living in rural areas and children with special educational needs and disabilities (Cameron et al., 2016). Nevertheless, findings from this study illustrate that whilst the majority of holiday clubs operate during the longer

summer school holidays, the availability of holiday provision is not consistent throughout the year; outside the summer holidays there is a sporadic approach towards the provision of care and services offered by holiday clubs. Further research is therefore required to identify the target demographic for holiday clubs and to determine if children of all ages have access to holiday provision. Furthermore, additional research is required to establish the number of sessions delivered by holiday clubs throughout the week to ascertain the adequacy of this type of provision for parents to maintain their working and caring commitments throughout the school holiday period.

To deal with the complex nature of delivering a range of activities and food provision, it is evident that the majority of organisations have adopted a collaborative approach and work with partner agencies to deliver holiday provision. Findings from this study illustrate that organisations work with schools, council departments, third sector organisations, sports organisations and food suppliers to help deliver a range of activities and food to families during the school holidays.

The results from this study demonstrate the inclusiveness of holiday provision for low income families with the majority of organisations delivering their provision free at the point of use. Nevertheless, it is unsurprising organisations cite sufficient funding as a challenge to delivering adequate holiday provision. Securing funding is becoming increasingly competitive for third sector organisations (Hardill & Baines, 2011). Moreover, a recent survey of third sector organisations in the north of England highlighted that community and voluntary organisations, located in the most deprived areas, are most likely to be struggling financially (Chapman & Hunter, 2017).

Findings from this study identified that over half of organisations offer their provision on a universal basis whereas the remaining organisations adopt a referral process and use partner agencies, i.e. schools and family support teams, to target families in need to attend their provision. Organisations cited engaging with families and poor attendance rates at their clubs as challenges to provision of their holiday services. Previous research has also demonstrated the challenge of engaging low income families to access holiday provision as well as the stigma associated with a targeted provision or promoting the provision as a feeding scheme (Defeyter et al., 2015; Forsey, 2017; McConnon et al., 2017).

The findings from the survey also demonstrate that families are required to make their own travel arrangements to the holiday club and less than a fifth of organisations (N=31) provide their own transport facilities. As previously discussed, this makes the geographical location of the holiday club particularly important to ensure the accessibility for families living in the most disadvantaged communities.

In addition to the challenges of funding and attendance figures, highlighted by organisations, an additional barrier identified by the providers was the recruitment of staff. Research undertaken by third sector organisations illustrated the need for holiday clubs to be run by skilled staff if they are to successfully deliver a range of enrichment activities and support the needs of children and families (McConnon et al., 2017). Further research into staffing is required to gain a better understanding of this area.

Findings from Part A of this study identified a range of perceived needs for holiday provision and the examined ways in which organisations are supporting families in communities with these needs. The findings also highlighted areas for further research into the delivery of holiday provision.

3.3. Part B: Identifying potential change in holiday club provision

3.3.1. Study aims

Following on from the survey in 2016, there was an opportunity to repeat the survey using the membership base of the APPG on Hunger, during the summer 2017. Whilst findings from Part A of this study provide a snapshot of the location of holiday clubs, there is no national database on the development of holiday clubs to analyse whether this is a growing phenomenon. The aim of Part B of this study is to examine the potential growth in the number of holiday clubs and, using findings from Part A of this study, to further explore: the delivery of holiday provision particularly in relation to the target demographic; food provision; and staffing at the holiday clubs. The research questions for Part B of this study are therefore:

- Has there been growth in the number of holiday clubs over time?
- How is food delivered at holiday clubs?
- What is the target demographic of holiday clubs?
- How are holiday clubs staffed?

3.3.2. Method

3.3.2.1. Participants

As with Part A, a non-probability purposive sampling strategy was adopted for the second part of this study. A modified survey, hosted by Qualtrics, was distributed online to the membership base of the APPG on Hunger. The APPG on Hunger comprises of MPs, third sector organisations, Public Health and local authorities as well as church and faith groups with an interest in reducing poverty and food poverty across the UK. Organisations and individuals opt in to the membership of the APPG on Hunger.

3.3.2.2. Online survey

The purpose of repeating the survey was to help identify potential change in club provision. Using feedback from the original survey, a shortened version of this survey was designed using 18 questions to reduce the risk of missing data. This modified survey took approximately five minutes to complete. The following questions were omitted from the 2017 survey design as adequate data had been collected on these themes in the 2016 survey: perceived need for holiday provision; setting of holiday club; timings of sessions; collaborative approach with partner agencies; accessing holiday provision; and barriers of setting up and delivering holiday provision. A number of additional questions were introduced into the 2017 survey to establish when the holiday scheme started and whether the holiday club had always served food. In addition, the wording of a number of questions was changed to clarify the attendance of pre-school, primary school and secondary school aged children, to identify the number of hot and cold lunches prepared and served and to ascertain the split of volunteer and paid staffing. To test the survey for face validity a draft copy of the survey was piloted by the Policy Advisor to the APPG on Hunger. The survey was uploaded into Qualtrics and further tested by researchers within Northumbria University's Healthy Living Lab to ensure the questions and instructions were clearly worded and the online survey was correctly formatted. A copy of the modified survey is included in Appendix Bii.

An online survey invitation and link were emailed to members of the APPG on Hunger and this was further distributed amongst employees within their organisations and associate partners. The online survey was initially planned to be active for three weeks from 27th July until 18th August 2017. However, as a result of a large number of responses received after this date, responses received up until 31st August 2017 were also included in the analyses.

3.3.2.3. Statistical analysis

Data from the survey were analysed with the aid of Excel and SPSS Version 22 and the findings are presented in Appendix C.

3.3.3. Results

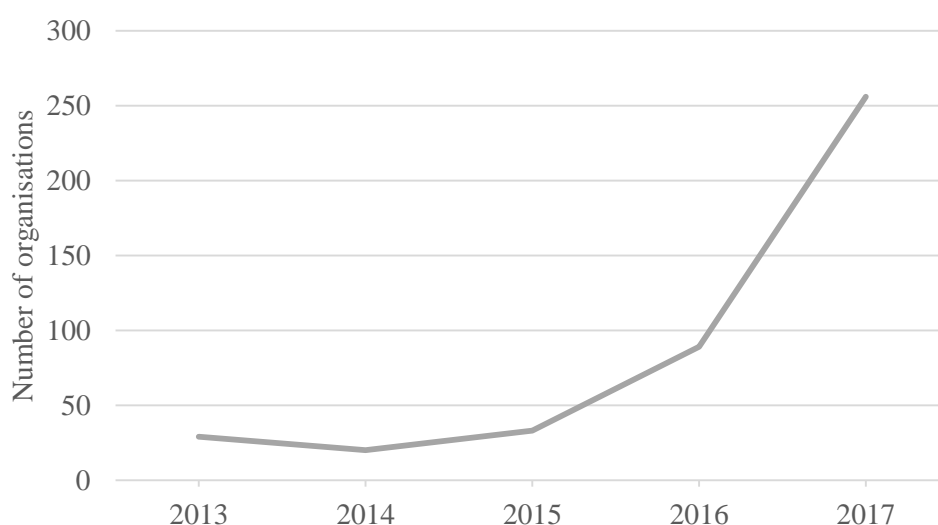
A total of 837 organisations completed the survey in 2017. Over two-thirds of respondents from the survey are delivering or planning to deliver holiday provision (N=593) and the data is presented in Table 3.5. As with the survey undertaken in 2016, the response rate for the 2017 survey illustrates that the sampling frame employed, via the database of APPG on Hunger, targeted a large proportion of organisations delivering or planning to deliver holiday provision.

Table 3.5. Number of respondents delivering or planning to deliver holiday provision in 2017

	2017	
	N	%
Delivering or planning to deliver holiday provision	593	70.8%
No holiday provision	244	29.2%
Total	837	

3.3.3.1. Potential growth in holiday provision

Data on the year the holiday clubs reported to begin delivering holiday provision are presented in Figure 3.3. The graph illustrates a rise in the number of organisations implementing and delivering holiday clubs since 2015. Furthermore, between 2016 and 2017 there was a 180% increase in the number of organisations establishing holiday clubs: from 89 organisations opening holiday clubs in 2016 compared to 256 organisations opening holiday clubs in 2017. This supports the view that the growth in holiday provision is a relatively recent phenomenon and a response to the need for support with food provision, childcare provision and a safe place for children to play. Nevertheless, a limitation of the survey is that it only captures organisations that are currently operating and delivering holiday provision. The organisations that may have opened for a year and then closed would not be included within the 2017 survey findings.

**Figure 3.3.** Year in which organisations reported starting holiday provision (N=413)

The location of holiday clubs established prior to 2017 and in 2017 is represented in Figure 3.4. Holiday clubs which provided a postcode were mapped against IDACI. The findings demonstrate that the growth in holiday provision has focused around the major cities of London, Birmingham, Manchester, Liverpool and Newcastle upon Tyne as well as Glasgow and Edinburgh. The map also illustrates where gaps in holiday provision exist and illustrates that there are local authorities where no holiday clubs are operating.

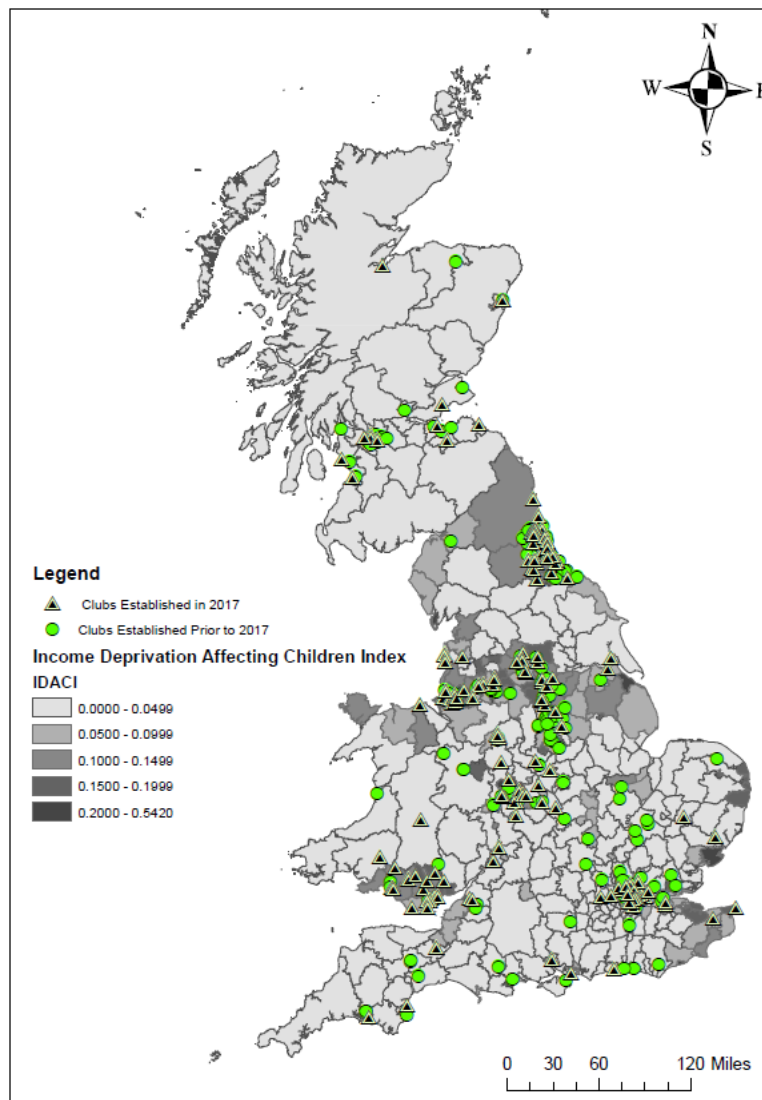


Figure 3.4. A map to illustrate location of holiday clubs established before and after 2017 by IDACI

3.3.3.2. Food provision

Food provision is delivered by the majority of organisations and findings from the survey demonstrate that 91.9% of organisations (N=429) provide food at their holiday clubs (Appendix C Table C9). From the survey, it is evident that a greater proportion of organisations prepare and serve hot lunches (N= 241) compared to cold lunches (N=149) demonstrating there is a preference to serve children with a hot meal. The majority of organisations are not involved in large-scale catering with 70% of organisations (N=273) preparing and serving less than 100 hot or cold lunches each week. This finding is in keeping with the Part A data which demonstrated that the majority of organisations operate on a small scale and are responsible for a single holiday club.

3.3.3.3. Target demographic

Data on attendance at the holiday clubs considered the following age categories: pre-school children (under 5 years); primary-school-aged children (5 to 11 years); and secondary-school-aged children (12 to 18 years) (Appendix C Table C10). The majority of holiday provision is focused on primary-school-aged children with almost twice as many organisations (N=406) delivering provision to this age group compared to organisations delivering provision to secondary aged children (N=224) and pre-school aged children (N=182). Whilst the most common sessions provided are child-only, data from Part B of this study illustrate that parents attend at least one session per week at over half of the organisations (N=245).

3.3.3.4. Staffing of holiday clubs

Data were collected from the survey in 2017 to determine how holiday provision is staffed (Appendix C Table 11). Findings from this survey illustrate that over half of the organisations (N=281) rely on a mixture of volunteers and paid staff to deliver the holiday provision. One fifth of organisations (N=108) depend solely on volunteers to deliver holiday provision to families and their children. The findings therefore demonstrate a reliance on organisations to recruit volunteers to help deliver holiday provision.

3.3.4. Discussion

The findings from Part B of this study established a growth in the number of holiday clubs and further explored the delivery of holiday provision.

It is evident from the findings that since 2015 there has been a rise in the number of holiday clubs and between 2016 and 2017, the number of new holiday clubs launched increased by 180%. This increase in the number of holiday clubs is not entirely unexpected as in 2017 networks of holiday clubs such as TLG Make Lunch, Kitchen Social and Fit and Fed, announced expansions to their programmes⁶. Alongside the existence of holiday clubs, the number of grants donated to holiday clubs has increased over the same period. An example of the increase in holiday club giving is the Big Lottery Fund which supports projects and activities in communities across the UK. In 2015, the Big Lottery Fund provided over £9.5 million in grants to 623 projects delivering holiday clubs for children and families in the UK whereas in 2017 over £16.6 million was donated to 722 projects involving holiday clubs (The Big Lottery Fund, 2017). Furthermore over the same period, there has been an increasing awareness surrounding holiday hunger and the role of holiday clubs through the publication of reports by all-party parliamentary groups and third sector organisations concerned with issues of food poverty and child poverty (APPG on School Food, 2015; Butcher, 2015; Forsey, 2017; Sustain, 2015). Thus, despite the barriers of establishing holiday provision highlighted in Part A of this study, findings from Part B demonstrate that there has been growth in

⁶ See www.tlg.org.uk; www.mayorsfundforlondon.org.uk; www.streetgames.org.uk

the number of new holiday clubs operating in 2017. Based on the results from the holiday provision surveys, it is not possible to identify the root causes for the rise in the number of holiday clubs nor ascertain if the issue of holiday hunger is becoming a more pressing concern for families. Thus, whilst holiday clubs are becoming more prevalent across the UK, this alone does not explain the extent or scale of holiday hunger experienced by low-income families.

Findings from the modified survey undertaken in Part B of this study further elaborated on food provision, target demographic and staffing at holiday clubs. The findings demonstrate that over 91% of organisations serve food at their holiday clubs with lunch and snacks the most popular type of meals offered. Whilst it is evident from findings in Part A of this study that holiday clubs operate from a range of community settings, there is a preference for organisations to prepare and serve hot meals compared to cold meals. Further research is required to understand how organisations source food and prepare and serve meals at their holiday clubs.

Whilst it is evident from Part A of this study that the majority of organisations seek to deliver their provision in an inclusive manner, in other words, as a universal provision and free at the point of use, findings from Part B illustrate that holiday clubs target their provision at specific age groups. The data reveal that a higher level of provision is available for primary-school-aged children compared to pre-school children and secondary-aged-children. This finding is consistent with evidence from the Childcare Trust Survey (2016) and illustrates gaps in holiday provision and a particular lack of affordable childcare for children aged 12 years and over. Furthermore, the public sector union, Unison, argue that between 2010 and 2016 nearly every local authority across the UK has made cuts to youth services, resulting in the closure of youth centres and a reduction in the number of youth workers employed (Unison, 2016). Although in Part A of this study, organisations recognised a need for children to have a safe place to play, findings from Part B of this study suggest that the needs of pre-school children and in particular teenagers and young people are being overlooked by holiday provision.

As a result of the large proportion of third sector organisations delivering holiday clubs, it is unsurprising that there is a reliance on either a mixture of volunteers and paid staff or solely volunteers to run this type of provision. Nevertheless, previous research demonstrates a recent decline in the number of people volunteering across the UK since its peak in 2005 (Third Sector Research Centre, 2013). This constitutes a challenge for third sector organisations which rely upon the support of volunteers (Chapman & Hunter, 2017). In order to better understand this area and to facilitate the recruitment of volunteer staff, further research is required to identify the motivation for volunteers to participate in holiday schemes.

3.4. Concluding comments

Findings from Part A and Part B of this study demonstrate the existence of a grassroots approach to tackling holiday hunger across communities in the UK. Nevertheless, it is evident from the findings of both surveys that this approach is fragmented. The majority of provision focuses primarily on primary-school-aged children and, whilst many organisations deliver holiday provision during the summer school holidays, there is less provision during other school holidays. Furthermore whilst the majority of organisations offer their provision free at the point of use, there are some organisations that charge families to access the services, which raises questions about the inclusiveness of this type of provision. Kneafsey et al. (2017) argue that while grassroots community initiatives help to develop skills and capacity within a community it generally represents a piecemeal offering and fails to address the needs of the most marginalised communities (Kneafsey et al., 2017). Whilst it is evident from the findings that holiday clubs are operating in economically disadvantaged neighbourhoods in England, there are notable gaps in the location of this provision which raises further questions over its ability to meet real need.

Whilst the study examines the location and delivery of holiday club provision, it is important to note that there are a number of limitations to this study. First, the sampling strategy adopted a non-probability approach as a result of no current sampling frame or national database of organisations providing holiday provision to low-income families. Thus, it is possible that organisations delivering holiday provision were missed from the sample in both Part A and Part B of this study which may have impacted the findings. Second, the study examines the geographical distribution of holiday clubs in disadvantaged communities in England so poor children growing up in more affluent areas are overlooked. Finally, as there is no database of holiday clubs, it is, therefore, difficult to achieve accurate data on the number of holiday clubs in operation. The data demonstrate that holiday clubs are a growing phenomenon with new clubs establishing year on year but there is no comprehensive data resource mapping this annual growth. In addition, it is not possible to make direct comparisons between the survey undertaken in 2016 (Part A) and 2017 (Part B) as different sampling frames were employed for each survey. However, this is believed to be the first attempt at a census to identify the location of holiday clubs aimed at supporting low income families in the UK. The data generated has resulted in important findings on the types of organisations delivering holiday provision and the location of this provision and therefore offers a novel contribution to the literature on holiday provision. Findings on the location of holiday clubs, presented in this chapter, have recently been published (see Mann, Long, Stretesky, et al., 2018).

The findings from this initial quantitative phase will help inform the ensuing studies in this thesis. Using findings from this chapter, the role of the third sector in delivering holiday provision will be further explored in the subsequent qualitative phase of the research design.

CHAPTER 4: A qualitative investigation of the views of policymakers and key stakeholders involved in holiday provision

4.1. Introduction

This chapter explores the views and attitudes of policymakers and key stakeholders regarding the need for holiday club provision and the implementation of holiday clubs. It is evident from the literature review that, in the absence of any statutory provision to support holiday provision programmes, devolved bodies, local authorities, schools, third sector organisations and church groups are delivering a variety of provision during the school holidays (Forsey, 2017). The decentralised approach to delivering holiday programmes reflects the policy pursued by the Conservative Liberal Democrat Coalition and subsequent Conservative governments of decentralising state services and opening up services to new providers; a process referred to as the 'Big Society' (Hardill & Baines, 2011). Consequently, third sector organisations are increasingly relied upon to fill gaps in provision previously delivered by national government. This chapter, therefore, represents Phase II of the research design and the following research objectives of this thesis are examined: objective (i) relating to the views of policymakers and key stakeholders; objective (iii) relating to types of holiday clubs delivering holiday provision and the approach of key stakeholders; and objective (iv) the short term impact of holiday provision on children, parents and community members.

Concurrently, since 2010 successive governments have introduced a series of welfare reforms designed to reduce state spending, including the introduction of Universal Credit. Against the backdrop of policy reforms implemented by the Conservative-Liberal Democrat Coalition and Conservative governments, a report published by the Joseph Rowntree Foundation (2017) highlighted that, whilst children experiencing poverty declined year on year to 27% between 1997 and 2011, this trend has since reversed and, in 2015/16, 30% of children in the UK experienced poverty, which is equivalent to four million children (Baranard et al., 2017). Baranard et al. (2017) argue that this rise in the rate of poverty is a result of the changes to welfare provision and further exacerbated by rising costs to fuel, food and childcare.

In addition to decentralising services and making changes to welfare provision, central government has reduced spending to local authorities. A study conducted by the Joseph Rowntree Foundation (2015) estimates that, between 2010 and 2015, local government spending power was reduced by 27% in real terms (Hastings, Bailey, Bramley, et al., 2015). As a result of restricted budgets, local authorities have reduced or closed a range of services including youth services, leisure facilities and libraries (Local Government Association, 2014).

In view of the decentralisation of services, cuts in state provision and growing child poverty rates, the question of who is responsible for implementing, funding and delivering holiday provision to support low-income families is unclear. As previously noted in the literature review, there is currently an absence of academic research on the implementation and impacts of holiday club provision. Aside from third sector reports on holiday club provision (see McConnon, Morgan, Godwin, et al., 2017; Wolhuter, 2016) little is known about the different types of programmes that have been developed and whether these programmes have been shaped by the views and attitudes of key stakeholders and policymakers responsible for implementing these programmes.

Findings set out in Chapter 3 identify a growing prevalence in the number of organisations delivering holiday provision; in 2017, 250 new organisations established holiday clubs, an increase of 180% on the previous year. The findings also showed that a wide range of organisations deliver holiday provision across the UK including local authorities, voluntary and community groups, church groups, foodbanks and schools. Furthermore, the findings indicate that 70.9% of organisations (N=344) adopt a collaborative approach to holiday club provision and work with partner agencies such as schools, council departments, third sector organisations and food suppliers to deliver this provision. Despite the increase in provision, findings from Chapter 3 identified a number of barriers to the delivery of holiday provision, in particular funding, staffing, access to appropriate venues and engagement with hard-to-reach families. To better understand this area and to ensure that delivery meets need, further research is required to identify good practices and barriers to delivery. Thus, a purpose of this qualitative study on the views of policymakers and key stakeholders is to develop a further understanding of these findings generated from the quantitative study.

This qualitative study aims to identify good practice, barriers to delivery and perceived need of holiday club provision and to address the following objectives of the thesis: (i) investigate the need for holiday provision using the views of policymakers and key stakeholders; and (iii) explore the types of organisations implementing and delivering holiday provision and the approach of key stakeholders in delivering holiday clubs. Thus, the research questions of this current study are:

- What are the views and experiences of policymakers and key stakeholders regarding the need for holiday provision?
- What are the views and experiences of policy makers and key stakeholders in terms of good practice?
- What are the views and experiences of policymakers and key stakeholders regarding the main barriers to effective delivery?

4.2. Method

This study employed a qualitative grounded theory design to examine the views of policymakers and key stakeholders.

4.2.1. Study design

The views of policymakers and key stakeholders were obtained from in-depth semi-structured interviews. Semi-structured interviews were considered an appropriate method of data collection for this sample and were previously used in qualitative research examining the views of key stakeholders implementing school breakfast clubs (see Harvey-Golding, Donkin, & Defeyter, 2016). A more detailed description of this method is outlined in the Methodology Chapter 2.

4.2.2. Participants

The sample was purposively selected to generate a variation, in terms of role, amongst those implementing holiday provision programmes. Policymakers representing national, regional and local government, with an interest in children, poverty or holiday provision, were invited to participate. In addition, key stakeholders responsible for holiday provision programmes within their organisation were also invited to participate. These organisations were located across England and included: local authorities, regional government, housing associations, Public Health England, regional church organisations and foodbanks. Funders and catering providers were also contacted and took part in this study. A summary of the role of participants is illustrated in Table 4.1. This qualitative investigation took place in 2016 and 2017. A more in-depth description of the sampling method is detailed in the Methodology Chapter 2.

Table 4.1. Summary of roles of participants

Role of participant	N
<i>Key stakeholders:</i>	
Public Health England / Local Authority / Third Sector (Managers, development workers)	9
Grant-Making Trusts and Foundations (Managers)	3
Private Enterprises (Managers)	1
<i>Policymakers:</i>	
Central Government (MP)	1
Regional Government (Assembly Member)	1
Local Government (Councillor)	1

4.2.3. Materials

A semi-structured interview schedule was developed using the literature reviewed in this thesis on holiday provision and school breakfast clubs. The topics for the interview schedule comprised: the need for holiday provision; emergence, structure and organisation of holiday provision programmes; perceived outcomes for users; and views on future provision. A copy of the interview schedule is included in Appendix E.

4.2.4. Procedure

All interviews either took place face-to-face (N=11) or via telephone (N=5) between October 2016 and February 2017 and were audio recorded. The face-to-face interviews were held at the participants' work place. The decision to undertake telephone interviews was a pragmatic choice to reduce the burden on participants and encourage participation in this study. The sample for this study was widely dispersed geographically and therefore an advantage of conducting telephone interviews is a reduction in travel expenses. However, a limitation of this method is the absence of non-verbal cues and the interviewer is unable to observe body language to understand how participants respond to questions (Bryman, 2012). Nevertheless, previous research has demonstrated that there is little difference in the data collected and quality of themes generated with data collected via telephone interviews compared to face-to-face interviews and suggests that the methods of telephone interviewing and face-to-face interviewing can be conducted concurrently (Bryman, 2012).

All participants were supplied with a participant information sheet and consent form. Consent forms were completed by participants prior to the interviews taking place. In addition to the information sheets distributed to participants, a verbal explanation of the purpose of the study was reiterated to participants before the recording began. Participants were informed of their right to withdraw from the study at any time during and after the interview. Furthermore, participants were provided with debrief information sheets and were verbally debriefed about the research study at the end of the interview. Examples of the information provided to participants are included in Appendices Di and Diii. Interviews lasted between 10 and 51 minutes and the average length of an interview was 35 minutes.

4.2.5. Analysis

The interviews were listened to in their entirety before they were transcribed verbatim. A copy of a policymaker and key stakeholder transcript example is included in Appendices Fi and Fii. In the absence of a framework to analyse holiday provision programmes, the analysis of the data drew on the principles of grounded theory and the analysis followed a number of distinct stages (Charmaz, 2000; Glaser & Strauss, 1967; Silverman, 2006). Initially the transcripts were coded line by line and memos regarding codes and data were recorded. A constant comparative approach was

adopted. Codes were compared across transcripts, reduced and further refined; these codes were grouped into categories based on similarity of content, and themes based around categories and memos emerged. Initial codes identified through this process included the need for provision at a policy and community level, at a household level and at an individual level; delivery of holiday provision; barriers with delivering holiday provision; perceived outcomes; and views on future provision. All transcripts were imported into NVIVO 10 for further analyses and coding. This analytical process took place in parallel with interviews and further theoretical sampling was undertaken until no new themes emerged from the data. Further interviews were held with key stakeholders representing a housing association and a policymaker from regional government. Additional sampling also tested the properties of the categories and themes. Whilst policymakers' and key stakeholders' views of holiday club provision varied depending upon the role of their organisation, key themes encompassing the range of views emerged from the interviews.

4.3. Findings

Policymakers and key stakeholders put forward their views on the challenges posed by the school holidays and the need for holiday provision for families and children, the models of delivering holiday provision, the difficulties associated with delivering this type of provision, the outcomes for families and the community and future provision. The themes and subthemes that emerged from interviews with policymakers and key stakeholders are illustrated in Figure 4.1. From the memos and the constant comparative approach, a central thread emerged which interweaved these themes, namely the development of a collaborative responsibility for holiday provision to provide support to the most vulnerable and marginalised families.

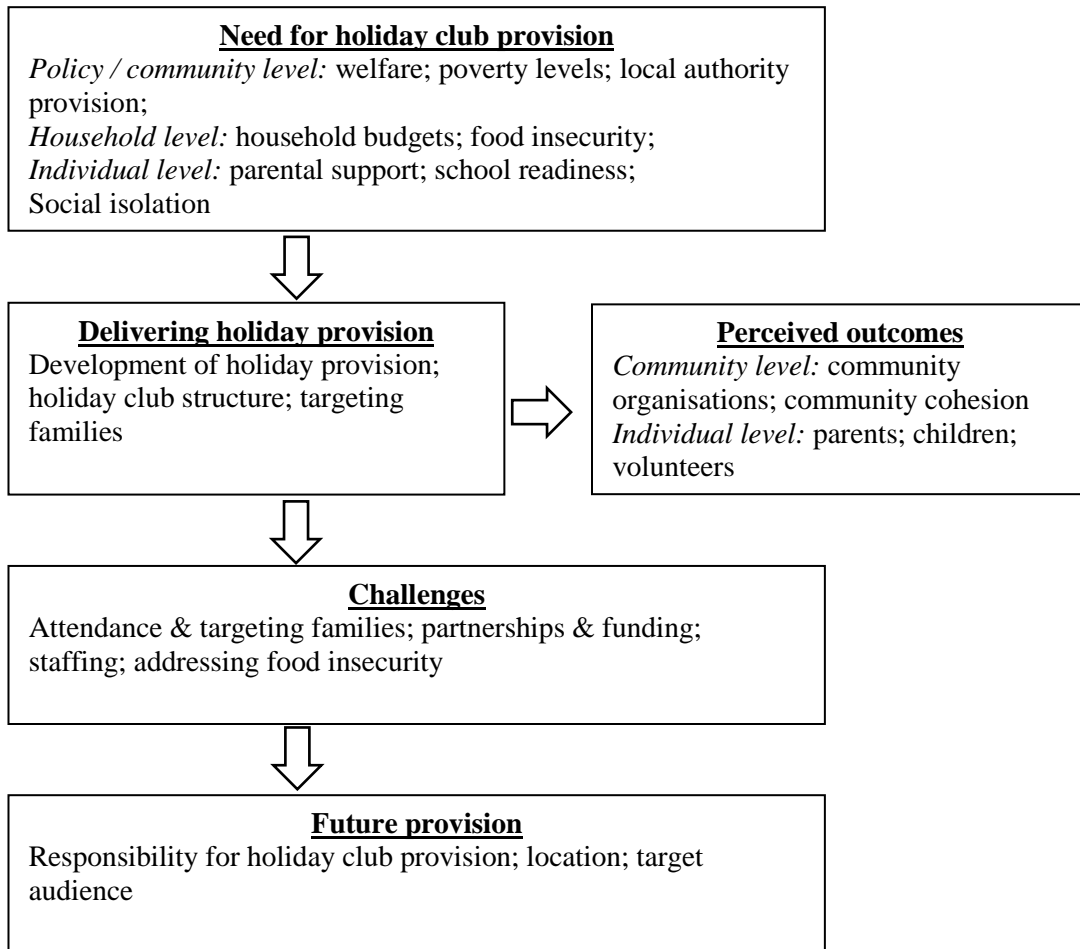


Figure 4.1. A model of themes of policymakers' and key stakeholders' views on holiday club provision

4.3.1. Need for holiday provision

The initial theme identified a need for holiday provision. Policymakers and key stakeholders reflected on their experiences of either working directly within economically disadvantaged communities, in partnership with organisations delivering services to deprived communities, or from research and data on deprivation levels, FSM provision and foodbank uptake in their region to identify a need for holiday provision within their communities. Subsequently, participants identified multiple factors at the policy and community level, household level and individual level resulting in the need for holiday provision for families living in economically disadvantaged communities.

At the policy and community level, half of the participants (N=8) cited changes to welfare provision and poverty rates as reasons for the need for holiday club provision. One policymaker expressed how changes to welfare provision increased pressure on household budgets:

‘Definitely to do with benefit sanctions. We get benefit sanctions all the time, um definitely the fact that people haven’t got as much, you know, electric and gas has

stabilised but a few years ago they were going up, food was going up at the same time, just everything really and I think things like the bedroom tax.’ (policymaker, 3)

The majority of participants referred to anecdotal evidence regarding changes to welfare provision and the ensuing impact on low-income households. However three key stakeholders used national and local datasets and liaised with partner agencies to identify communities and households with high levels of deprivation and in need of further provision and support:

‘Certainly the evidence that we gathered as a team, and we are lucky because we have an intelligence unit within the Council, um they gave us the IMD [Indices of Multiple Deprivation] data and the free school meal data. Remember most of the groups we did on targeted groups in areas where we know that there are a high uptake the free school meals. If it’s not high uptake of free school meal, we have high levels of poverty, low wages, high unemployment. One of the things we use is the amount of rent arrears. Now we don’t ask any details on that, what we would say to an officer within a housing company, within this certain neighbourhood, is there a problem around the payment of rent and the answer is yes and it isn’t even rent, it’s just their water rates. A lot of people are in arrears by several hundred pounds only on their water rates because their rent is paid through income support so debt is a massive issue. And of course with all the changes to the benefit structures that was just a no-brainer that people would be affected and it would affect families more than anyone because the family tax credit has changed. So again we talked to officers about that and how does that impact and it actually impacts on the families in the neighbourhoods that we know it’s going to affect. That’s the irony of it, the changes in benefit not only affect generally across the board, it over affects those communities which have got the worst IMD levels in the first place. So that’s how we use the evidence in those neighbourhoods.’ (key stakeholder, 1)

In addition to changes in welfare provision and the increasing pressure on household finances, one participant reflected on how cuts to local authority budgets impacted poorer communities:

‘I think it is probably more marked now because of the welfare benefit changes and I think it is probably all tied up with austerity, the fact that the council hasn’t got the money to provide as much as it did before, that’s all impacted on the people in the town, um alongside the welfare benefit cuts, so I think it is kind of all the austerity measures that have impacted on the families. In areas like [town in North East], we already had high levels of deprivation so things seem an awful lot worse because of austerity.’ (key stakeholder, 4)

An additional challenge for parents during the school holidays, discussed by six key stakeholders, is the lack of affordable childcare provision for families to access during the school holidays. Key stakeholders discussed how cuts to local authority budgets affected childcare and youth provision which were previously available to families during the school holidays:

‘I know Birmingham is an acute example because it has been decimated by funding cuts more extremely than some other areas but you know, the youth service, it had a whole network of youth provision across the city, we now have two sites left, you know, everywhere else is closed.’ (key stakeholder, 7)

At the household level, both policymakers and key stakeholders reflected on how changes to welfare policy increased the financial burden for low income households and increased the risk of households experiencing debt. Subsequently, 13 participants mentioned that this financial burden increased the risk of households experiencing food insecurity. One participant discussed how their organisation identified families at risk of household food insecurity during the school holidays:

‘Obviously with living costs rising, parents are struggling more than before, benefits are being reduced, parents are struggling to afford to feed their children really so we’re finding more and more kids are not eating, not having breakfast or lunch so probably more struggling to feed them. Like in the holidays the activities and doing something, that’s probably always been the case but now it’s like they’re struggling to feed them as well. Talking to a lot of parents, saying we are, we do struggle really to feed them and that’s rising more and more, and more families and parents are telling us.’ (key stakeholder, 11)

At an individual level, participants identified a need to support parents who were perceived to be not only ‘struggling’ to feed their families but also finding it difficult to cope with the stress of parenting during the school holidays and the subsequent impact on family relationships.

‘So we know from Relate for example that there is a spike in service users um during holiday periods. They believe that there is relationship stress and breakdown and people need different support around holiday period.’ (key stakeholder, 7)

Furthermore, participants reflected on changes to informal support structures available to low income families. In the past, parents relied on the support from their extended family in order for them to maintain work commitments during the school holidays; however, one participant indicated that this support is no longer available and consequently there is an increasing need for other support structures to be available for families:

‘Families who are poorer, they don’t, [and] their extended families don’t, have the money to help them. Everybody in that group is struggling now. So there’s less slack to give people more of a hand. So like you get a single parent with a couple of kids, might be difficult to get help from their parents because they are struggling, or brothers and sisters, there’s less money in the community as a whole so it’s new, very new’ (policymaker, 3)

Discussions at the individual level generally focussed on the need to support parents with little discussion of the needs of children. Nevertheless, three participants reflected on the risk of children either experiencing learning loss or lacking school readiness:

‘Children from less affluent backgrounds um come back to school and um have fallen behind in their um in their sort of academic progress.’ (policymaker, 3)

An additional subtheme identified for the need of holiday provision is socialisation. Participants identified the risk of social isolation at all three levels: community, household, and individual level. At the community level, key stakeholders reflected on the lack of safe places for children to play

within neighbourhoods. Furthermore, participants identified perceived barriers which exist within communities preventing families from accessing provision within neighbouring communities. One key stakeholder reflected on how the lack of safe and affordable activities is a challenge for families in the school holidays:

‘It was the lack of affordable things to do with their children, living in communities that were isolated. So even the cost of getting the whole family on a bus to something, even if it was free, was a barrier, uh ... boredom, one lady in my community says my daughter doesn’t go out because it’s rough on the streets so that whole idea of skipping around, you know, in the fields, having that freedom to play isn’t necessarily always there.’ (key stakeholder, 2)

At the household level, one participant reflected on how the demographics of households, in particular families with a large number of dependent children, can reduce the opportunities for families to socialise.

‘Families, often with young children, experiencing relational poverty, stay at home. Especially with larger families, you stay at home because you have to manage a baby with younger ones and older ones, and going out just feels impossible and there’s, there’s a lack of neighbourhood resources of places to go.’ (key stakeholder, 7)

Thus, policymakers and key stakeholders identified multiple factors at a policy and community level, household level and individual level representing the challenges of the school holidays and the need for additional support for families and children, in the form of holiday provision. These factors include cuts to local authority provision and changes to welfare provision which have increased the pressure on household finances and the risk of households experiencing food insecurity. Furthermore, participants identified the risk of communities and households experiencing social isolation due to a result of a lack of investment in local services and the further challenge for households to access local provision within their communities or neighbouring communities.

4.3.2. Delivering holiday provision

Under this theme participants voiced their opinions on the development and implementation of holiday provision programmes. This theme comprises three sub themes: the development of a commission-led approach to holiday provision, holiday club structure, and targeting families in need.

4.3.2.1. Development of holiday provision

In the absence of any statutory provisions or national guidance for implementing holiday provision, participants reflected on their role or contribution towards developing a programme within their locality. Key stakeholders acknowledged that networking with other organisations across the

country helped develop a framework for holiday provision within their own region, based on shared best practice.

‘The whole idea of [a holiday provision programme] came from a regional meeting that I went to in Newcastle so we are not any different to other areas.’ (key stakeholder, 4)

Furthermore, policymakers acknowledged the need for a consensus around developing a framework to deliver holiday provision projects. One participant recognised that a national conference in 2015 on holiday provision helped to raise the profile of holiday hunger and provide guidance for organisations with an interest in delivering holiday provision.

‘The conference went really well and people came from all over the country so that was really good. Then there was the action, the 15 point toolkit, because there were a lot of people around to help develop this.’ (policymaker, 1)

Despite this initial guidance focusing on the implementation of holiday provision programmes, one key stakeholder described how their organisation initially introduced a food voucher scheme to address the issue of holiday hunger. After introducing a pilot scheme in summer 2015, the participant explained why this type of scheme was deemed not viable.

‘With it being our first sort of scheme we thought well if we go with vouchers, we can track it, it is public funds so we can monitor them, we can audit it, you know. So it was more of a comfort pillow for us in that respect I think, to have that reassurance that it was being spent on the right kind of things. But what we found it was too much effort for a lot of people to sort of ... we were probably expecting them to jump over hurdles and really they might be in a mind-set or in a position in that household where yes they might be in crisis but they might not be mentally strong enough to cope with, I suppose what we didn’t class as barriers but they saw as barriers.’ (key stakeholder, 3)

The interviews reveal that key stakeholders from a range of organisations including local authorities, housing associations, foodbanks, regional church groups and grant making trusts have adopted the role of commissioner or facilitator in delivering holiday provision. This commission-led approach involves identifying economically-disadvantaged neighbourhoods and providing support to a variety of delivery partners to implement a programme of holiday provision. The delivery partners consist of community and voluntary groups, schools, children’s centres and foodbanks. The findings show that this commission-led approach varies in the level of involvement and support offered to delivery partners by different organisations.

‘What we do is to facilitate, we don’t run them at any level. Our job is to, as a team within the council, our job is to enable, to facilitate the events through enabling local people to rise to the challenge so we can offer them training and support so it gets them to the point where they are able to deliver their own [name of holiday programme] holiday hunger project.’ (key stakeholder, 1)

As part of the commission-led approach to delivering holiday provision, key stakeholders developed broad aims for their programme of holiday provision, for example the provision of food, fun activities and in some case an educational element. The delivery partners were required to deliver on these aims in order to be considered for inclusion in the programme of holiday provision. Nevertheless, key stakeholders ensured that the aims were broadly drafted to ensure a wide range of organisations and schools participated in their programmes.

‘It’s literally you are going to put something on that is fun for families, and there is going to be a learning element because of course we found out not just the starvation of food but the education and so that was one of the criteria they had to deliver was the learning element, um a fun element and there had to be food. So as long as they were doing those three things, an organisation could apply to the funding stream.’ (key stakeholder, 3)

Through this commission-led model, key stakeholders described how they supported their delivery partners to implement holiday provision by providing policy guidance, initial seed funding and, in most cases, resources and training such as food hygiene and first aid courses. Two key stakeholders described how a training and resource manual was developed to provide delivery partners with a step by step guide to delivering holiday provision.

‘We provide the different things we would need to support them. So it’s the upskilling, it’s the resources, the training like the cookbook volunteer management, cooking and the project management and then there’s the materials such as marketing materials and leaflets because many of them don’t have marketing materials.’ (key stakeholder 6)

All key stakeholders recognised the importance of collaborating with a range of public, private and third sector organisations to help support their delivery partners with delivering holiday provision. Key stakeholders sought to develop relationships and partnerships across the community with a range of organisations, agencies and private companies including community groups, churches, charities, local businesses, children’s centres, council departments and Public Health England. As a result of the complexity of delivering a range of activities in addition to cooking food, participants relied on support from these organisations. The support offered by these partnerships ranges from delivering aspects of the provision, to providing grants or donating goods and services.

‘We’ve got a lot of good established partnerships now so we do use the council’s physical activity team where we can um that team, again because of austerity, it’s very much reduced to what it used to be so there’s only a certain amount of delivery that they can do but they do support the scheme. We do go to partners like XX Football Club and to the local fitness, sort of private fitness club and buy sessions in.’ (key stakeholder, 4)

Furthermore, key stakeholders recognised the benefits for these partner organisations and agencies to participate in their programme of holiday provision as a means to develop and enhance relationships within communities.

‘Quite often some of our partners who help us to deliver, they may be local authority youth workers, they may be community liaison officers, they may be local school teachers so it enables them to develop their usual relationships outside of their usual institutional role that will benefit the children and benefit those institutions in terms of how the community works and how cohesive it is’. (key stakeholder, 12)

All key stakeholders described how their organisations provided seed funding to their delivery partners to help support with the initial cost of delivering holiday provision. Nonetheless, as a result of the complex nature of holiday provision which involved preparing and serving food as well as delivering a range of stimulating activities, participants acknowledged that this seed funding did not cover the costs of all aspects of holiday provision. Thus, delivery partners sought further funding opportunities and donations from within their communities. Whilst key stakeholders highlighted that seed funding was limited, they recognised that the existence of this initial seed funding helped delivery partners to access further funding or donations from other funding streams.

‘Well every new [delivery partner] that signs up for holiday clubs gets a start-up funding of up to £500 and that has come from the [grant making foundation] who are funding the entire holiday clubs project. But once that £500 has gone, it is down to each [delivery partner] to find that funding but a lot of them have managed to find quite a few different pots of money, largely from local councils and the [grant making foundation] and a lot of different kind of local provision like that so that’s really good.’ (key stakeholder, 5)

Key stakeholders highlighted the advantages of a commission-led model for their delivery partners: the provision of seed funding; the development of partnerships; and the overall flexibility of the model. Key stakeholders highlighted how this flexibility appealed to a range of community groups and schools. Whilst these partners were expected to deliver on the aims of the programme, they had autonomy regarding timings of their holiday club and the type of provision offered.

‘The flexibility of the grant was good, in terms of being able to spend it on whatever they wanted as long as it delivered that criteria, um being able to deliver it on their terms so for instance, if they only wanted to deliver one session per week, fine, if they wanted to deliver five sessions per week, fine um so they felt as if they were in control.’ (key stakeholder, 3)

4.3.2.2. Holiday club structure

The second subtheme consists of the holiday club structure and examines the type of activities and food provision offered as well as staffing at the holiday club. Key stakeholders highlighted the importance of delivering both food and activities to ensure holiday clubs were not viewed solely as child feeding schemes. Participants highlighted the stigma associated with the term ‘holiday hunger’ and encouraged their delivery partners to avoid using this term at their clubs.

Whilst key stakeholders highlighted the flexibility of the commission-led model and autonomy granted to their delivery partners in delivering holiday provision, six participants expressed a preference for their delivery partners to serve hot meals to children. One participant from a grant

making trust discussed how delivery partners were selected for the programme of holiday provision based on the type of food they served.

‘We say, we do say that preference will be given to projects that are serving a hot lunch. Our Board did decide that for them lunch is the most important thing.’ (key stakeholder, 9)

Six of the participants reflected on the development of partnerships with food suppliers, redistribution organisations and foodbanks and their reliance on food donations to help supply their delivery agents with food for holiday provision. Food donations are viewed as a valuable support to delivering a programme of holiday provision within a limited budget.

‘XX Foodbank delivered 5 tonnes of food to the holiday hunger project this year, 5 tonnes of food was picked up or delivered by XX Foodbank and that’s an incredible amount of food.’ (key stakeholder, 1)

Whilst key stakeholders promoted the serving of hot meals at their programme of holiday provision, four participants cited the importance of providing healthy food and one participant discussed how the food served at holiday clubs should comply with school food standards:

‘The food should be, you know, aiming towards the same status standards that school food is provided and that’s, you know, that’s a big area for development. So, I think because while there are a lot of programmes out there doing stuff, some of them think that it’s fine, and we’ve had partners who’d say oh we used to just think that if we provide some pizza and a movie that’s a meaningful holiday activity and saying actually when we look at the school guidance and looking at wellbeing outcomes we are needing to get kids and families running around a lot more, doing physical activity, doing learning activity, things they can’t do at home. And definitely in terms of food, it’s much easier to access pizza and crisps and that than it is to access a pineapple or fresh salad and fruit, vegetables, fish ... and protein generally is an area where we know people aren’t able to access ... for a range of reasons, partly driven by economics and some of it by convenience’. (key stakeholder, 7)

Conversely, one policymaker reflected on the challenge of adhering to School Food Standards whilst, at the same time, relying on community and voluntary organisations with limited resources to deliver this type of provision:

‘As long as it's reasonably good food then that's all that matters as we are talking about hungry kids. As I really think if it's run by a charity or volunteers that rather than seeing kids starving we may have to compromise as we don't ever want to get to a situation where we let the excellent be an enemy of the good or the good be an enemy of the 'surely better than starving' adequate. Saying that, I am referring to charities and goodwill of volunteers in church halls and such like here and not statutory provision. Of course, the minute there is any statutory money then I think the standards do need to apply that apply to school food in the same sort of way. As that is what people will expect.’ (policymaker, 1)

It is evident that, as with food provision, the types of activities provided at holiday clubs are often determined by the skills of the available staff and partnerships developed with other organisations

who might help deliver this element. Consequently, a variety of activities are provided at holiday provision programmes. These range from craft and art activities, to physical activities, educational activities and off-site visits. One participant discussed how their organisation utilised holiday provision to articulate public health messages and educate not only children but their parents too:

‘Initially this was about food poverty, but the model is um very efficient in that we can deliver lots of different messages around health, so that could be around sugar swaps, it could be around oral health, there’s nothing to stop us offering energy efficiency, how to change your gas and electric supplies for example, do they need a new boiler. We have all things like that at our disposal but I think the other thing that the schools are quite interested in is that the children um are doing something structured during the summer holidays whether that be a quiz or arts and crafts, could be assisted reading, anything like that so actually there could be some impact on the summer learning loss.’ (key stakeholder, 4)

Participants recognised that their delivery partners relied on volunteers and highlighted the significance of utilising volunteers to deliver holiday provision. Volunteers are predominantly community members including the parents of children attending the holiday provision as well as young people from the community. Six key stakeholders expressed the importance of upskilling community members to participate and help deliver the provision. One key stakeholder reflected on the advantage of using community members to staff the provision and illustrated how volunteers can facilitate the delivery of this provision through their local knowledge and contacts within their neighbourhoods.

‘It was led by the community so you had the local people doing the work you know they were the ones, they knew the neighbours, they knew the family and friends, they knew who to target, they knew who to come along. ... I think the strength of it was the voluntary led, not us.’ (key stakeholder, 3)

4.3.2.3. Targeting families in need

The final subtheme of delivering holiday provision focusses on participants’ views on attendance and the eligibility of families accessing holiday provision. With the exception of one key stakeholder, 11 participants supported a universal provision, with open access to all families within the community. One participant highlighted how universal provision prevented families from experiencing stigma or perceiving holiday provision as a feeding scheme.

‘I think that’s something that’s really important is that families still have pride and there is stigma attached to some of this provision if you don’t market it properly and we found that the hard way and I think that’s something to bear in mind is that tackling food poverty around children is very sensitive. So a family may turn up to a foodbank although there is plenty of stigma attached to that but the idea that they send their children to a provision for poor children, and that’s how it’s perceived, I think that has a lot more stigma attached to it and families are even more sensitive about being perceived to not being able to provide adequate parenting and so you’ve really got to factor that in when you market your provision and because of that we do make it a universal offer.’ (key stakeholder, 12)

Whilst the majority of participants supported a universal approach to holiday provision, participants emphasised that the most disadvantaged neighbourhoods in their region are selected for their programme of holiday provision.

‘It’s a universal benefit because I think that there’s potentially could be a lot of stigma attached so if you are just trying to go for those people that qualify then it doesn’t work but what can happen is a more targeted approach in more deprived areas and so therefore you are kind of doing that by proxy.’ (key stakeholder, 13)

Conversely, whilst the majority of participants were in favour of this approach, one policymaker questions whether a universal approach reaches the families most in need.

‘The issue of the conflict between targeting which is stigmatising and opening it up to everybody but then running the risk of not hitting the people you are wanting to hit.’ (policymaker, 3)

Thus, an alternative approach described by one key stakeholder, which is also a recognised strategy adopted by foodbanks, is a targeted provision in which all families attending their programme of holiday provision are referred by community agencies.

‘It’s targeted, so it’s referral based but there have been cases of some people turning up, on the door who have heard from word of mouth and they’ve been allowed to attend as long as there’s space and they just fill out a registration form on the day with all of their details. So it’s kind of a mixture of both but it starts off with referral base so they work with Children’s Centres, schools, local councils, social workers, any kind of existing foodbank referral agency that works specifically with families.’ (key stakeholder, 5)

It is evident from the interviews that holiday provision is aimed at a range of ages of children and this varies by community and organisation. Moreover, there exists a mixture of parent accompanied and child-only holiday provision schemes. With the exception of one participant who described how their organisation focuses on families with pre-school children, all other participants offered holiday provision to predominantly primary school-aged children whilst some participants, additionally, extended their programme of provision to secondary school-aged children.

This broad theme examined the delivery of holiday provision and identified that key stakeholders from a range of organisations have adopted a commission-led model to implement holiday provision within their communities. This commission-led model relies on delivery partners, such as community groups, schools, churches and foodbanks to deliver holiday clubs and facilitates these delivery partners by providing seed funding, resources and training. The majority of holiday clubs operate on a universal basis, offering provision of food and activities to school-aged children within a community. Key stakeholders consider that this commission-led model of delivering holiday provision targets some of the most disadvantaged communities within their region. This finding corresponds with the maps and findings presented in Chapter 3. The fact that there is a

reliance on volunteers by delivery partners to help deliver holiday provision demonstrates the role of communities in providing support to local-income families.

4.3.3. Perceived outcomes

The third theme focuses on the perceived benefits of holiday provision at a community level as well as at an individual level for parents, children and volunteers. Key stakeholders identified a range of benefits for delivery partners who participate in the programmes of holiday provision. Notably, delivery partners, such as community and voluntary groups, have used their involvement to enhance their existing relationships with organisations and agencies and build capacity within their communities. One key stakeholder reflected on the benefits of these partnerships:

‘It’s really working and we find that once they’ve approached the referral agencies about highlighting families and that some of, a lot of referral agencies have actually wanted to get involved with planning and setting up the club as well so a lot of Children’s Centres have let [holiday provision programme] use their venues and they’ve provided some staff and they’ve done the registration and all that kind of stuff as well.’ (key stakeholder, 5)

In addition to enhancing relationships with partner organisations, key stakeholders recognised that delivery partners have strengthened relationships with users of their services. Consequently, delivery partners have developed a greater awareness of the issues facing families in their neighbourhoods.

‘So even though they were with the youth workers and even though they attended on a regular basis, no one noticed that they were starving, well I shouldn’t say starving, hungry and being malnourished [sic] and not having food at home and it was only the food programme that brought it to the attention. So they noticed how hungry they were and were actually eating the food up. The questions started rising up and saying how come you’ve had three like three portions, and then it’s like the story comes out, well I have pot noodles at home. So that wasn’t happening, there wasn’t that discussion around food before in community centres, it was just about wellbeing in general and I think there was a lot of bravado with children not to mention their full circumstances.’ (key stakeholder, 6)

Furthermore, key stakeholders mentioned that participation of community and voluntary organisations in holiday provision helped to increase their membership base, attract new families and develop relationships with families outside of their usual demographic.

‘What’s happened since then, there has been a mother and toddler group set up and then their parents, the grandparents are coming in and they are doing stuff, they are doing a swap shop and stuff so this sort of hub which was dying, not in terms of footfall, but was quite stagnant has been revitalised because of the movie element being introduced, the food being introduced and all these new characters coming in saying, “Oh can we use this building to do this, can we use this building to do that”.’ (key stakeholder, 3)

Beyond the benefits highlighted for delivery partners, participants reflected on how these programmes have benefitted the wider community. Seven participants perceived that holiday

provision programmes help to break down barriers within communities. One key stakeholder reflected on improvements in community cohesion resulting from the delivery of holiday provision.

‘We don’t have children causing nuisance really, hanging around on the street and you know, we sometimes find they build that connection, we have local volunteers, the kids are sort of meeting these volunteers who live on the estate, building relationships with other people and it’s that sort of intergenerational stuff as well.’ (key stakeholder, 11)

In addition to improvements in relationships within communities, key stakeholders reflected on how holiday provision has enhanced the skills and built confidence in the community as a whole.

‘So community cohesion, bringing people together, bringing barriers down on estates, dead important when we have a lot of BME communities that are now living amongst British families, having events like that enables people to get to know each other so there isn’t a barrier with that person over there who comes from some country or another and I’m not going talk to them. We get them into the [holiday provision programme] we eat and we talk and the barriers come down. So that is fantastic. And I think overall it is confidence for communities and maybe didn’t have confidence and maybe didn’t think they could actually deliver this and like I said it wasn’t us who delivered it.’ (key stakeholder, 1)

At an individual level, policymakers and key stakeholders reflected on the positive benefits for the participants of holiday provision programmes: parents, children and volunteers. From the interviews, seven key stakeholders identified that holiday provision offered support for parents during the school holidays through the structure and provision of food and fun activities for their children within a safe environment. One key stakeholder expressed how the structure of this provision provided respite to parents and support with parenting.

‘So the fact that we provided even just two hours a day gave some structure to the day for them. It was a bit of social interaction for them, for the parents. And another thing the parents said was because the kids were accessing the school premises, their behaviour improved because a lot of parents in [town in North East] haven’t got very firm boundaries but because the children knew that in school boundaries, this is what I can do and this is what I can’t do, and so again that relieved a bit of burden on the parents.’ (key stakeholder, 4)

By providing parenting support, one key stakeholder referred to holiday provision as a ‘soft touch’ parenting programme.

‘A lot of people don’t necessarily want to go on parenting programmes because of, you know, I guess the whole area around parenting is quite complex and, you know, why people are being referred into programmes and um, and but this is really, in some ways, a parenting programme ... People are in an environment where they are learning from, there’s kind of peer learning around things like behaviour management and activities and engagement with children.’ (key stakeholder, 7)

Six participants reflected on the positive outcomes of children and parents' participation in the activities at holiday clubs. One key stakeholder expressed how their activities were selected to enrich and educate children during the school holidays.

'We try and put on activities where they're learning so they're getting hands on like cooking or baking and stuff that they can take back as well. Like a lot of them don't do a lot of cooking and baking and they really enjoy that kind of thing and they often say, we don't sort of cook at home as a family and we just kind of eat frozen meals and what have you so it's kind of taking that away and if we do put on an activity, we try and give some sort of information, whether it's a recipe or something that they can take away and try again at home. We usually find that kids will do that, they'll take it away and come back and the parents will say oh we made this at home.' (key stakeholder, 11)

Furthermore, holiday provision is viewed as an opportunity for families to broaden their horizons and experience new activities.

'We try to provide stimulating play that means the children are doing something different other than they would be doing left to their own devices. We try to get them off the estate wherever we can, and they can have at least a day spent doing something different and interesting and stimulating.' (key stakeholder, 12)

In addition to the range of activities offered, participants regarded food provision as a valuable part of the programme. Stakeholders considered food to not only enhance the nutritional intake of children but also improve children's eating behaviours.

'Their children are eating more vegetables so their diet is becoming a little bit healthier over the summer and they have tried new foods that they didn't like before or they didn't think they liked so they've asked their parents to buy it as well so they've maybe changed some of the meal plans the family were doing at home anyway so hopefully having a longer term kind of nutritional impact there.' (key stakeholder, 5)

Six of the participants discussed the benefits of recruiting community members as volunteers. One participant discussed how holiday provision provided community members with an opportunity to participate in short term voluntary work without the pressure of long-term commitment.

'If people are putting their hand up to volunteer, even if it's just volunteering for the summer holidays, it's actually a good thing and you are not signing on the dotted line for ever and that has built confidence with people and actually there are other things we can do.' (key stakeholder, 2)

Moreover, policymakers and key stakeholders reflected on how volunteers acquired new skills and developed confidence from their involvement in holiday provision and from undertaking training. One key stakeholder described how these new skills improved the employment prospects of their volunteers, for instance some volunteer parents have subsequently acquired paid catering-related jobs after attending food hygiene training and participating in holiday provision programmes.

In addition to improving the skills of community members through their participation in holiday provision, six key stakeholders anticipated that community members, including parents will, over time, take on further responsibility with delivering holiday provision within their communities.

‘I think parents could really drive this. They could really take responsibility for this.’ (key stakeholder, 4)

4.3.4. Challenges of delivering holiday provision

Policymakers and key stakeholders positively viewed holiday provision and identified tangible benefits at the individual, family and community level. Nevertheless, participants identified a number of challenges and barriers regarding the implementation and delivery of holiday provision. The key difficulties are associated with targeting those families in need, developing partnerships, attracting funding, staffing of holiday clubs, and addressing food insecurity.

Nine participants reflected on whether their holiday provision targeted and attracted those families most in need of support during the school holidays. Although the majority of key stakeholders stated that their programme had adopted a universal provision, they did not have the capacity to assess the demographics of the families accessing their holiday provision. Nonetheless, they anticipated that as their programme operated within disadvantaged communities they were, by proxy, targeting families most in need.

‘When it comes to free school meals, this was the original vision, you know, out of the people that we got, I couldn’t tell you if they were eligible for free school meals, I would like to think that a lot of activity was held maybe in more deprived areas that the likelihood is higher than lower, yeah, um but I couldn’t guarantee that. If I had the capacity for someone to go through the 4,000 postcodes and cross reference it with 800 odd postcodes then we could find that but there isn’t the capacity to do that to be fair.’ (key stakeholder, 3)

Two participants recognised that a closer partnership with schools, agencies and key workers would help to target those families most in need. Furthermore, participants acknowledged that, despite the universal provision, sections of the community, in particular black and minority ethnic groups and families with disabilities, were underrepresented within their holiday programmes.

Furthermore, one participant reflected on how they required parents to accompany their child to their holiday club and this requirement was an unforeseen barrier for some families.

‘It was a family event and children could only access it if they came with a parent and that has been a huge barrier, believe it or not, to a lot of families in [town in North East] even though what we offered was free of charge.’ (key stakeholder 4)

Thus, participants acknowledged a number of limitations to the universal approach of their programme of holiday provision and thus holiday provision was not as far-reaching as originally anticipated, raising the issue of the inclusivity of this type of provision.

A second key challenge highlighted by six participants was how to secure funding and develop partnerships for holiday provision. Policymakers and key stakeholders recognised that implementing a programme of holiday provision required seed funding and highlighted that this represented a challenge for their delivery partners on an annual basis. One key stakeholder highlighted the necessity of sourcing and accessing new funding streams such as the National Lottery Awards for All scheme.

‘This year we weren’t able to rely on much local authority area budgets at all so we’ve had to use Awards For All funding quite a lot and we know that because local authorities are reducing their investment, that everybody across the country are now putting in applications to Awards For All funding so we anticipate that that will be overcommitted and we will have to look for new sources of funding.’ (key stakeholder, 12)

In addition to the challenge of securing funding, participants highlighted the lack of strategic planning provided by local authorities to help coordinate and deliver holiday provision in their region.

‘Local authorities have wanted to partner but that hasn’t quite worked out. It tends to be we’ve all sat around a table and said where you’re doing something and where I’m doing something, um so it would be interesting to get a better working relationship with them.’ (key stakeholder, 2)

Key stakeholders used their local knowledge and deprivation data to identify neighbourhoods, within their region, most likely in need of holiday provision. Under the commission-led model, delivery partners, including schools and community groups, operating within those neighbourhoods were invited to apply for funding and participate in their programme of holiday provision if they met certain criteria. Nonetheless, five key stakeholders reflected on the challenge of engaging and recruiting schools and community groups to participate in their programme. One key stakeholder reflected on the limitation of the commission-led approach such as the fact that their programme of holiday provision supported the communities with delivery partners who had the capacity to deliver holiday provision and thus demonstrated gaps in the delivery of this provision.

‘So throughout it all we only facilitate it, we didn’t tell people, we asked them is this something you think will be important for your community, would it make a difference and every one of them said yes so if they hadn’t of said that, we would have moved and went somewhere else and give our services to another community because if they don’t want to improve or deliver, we haven’t got the capacity to afford them.’ (key stakeholder, 1)

Furthermore, key stakeholders reflected that whilst community and voluntary groups expressed an interest to be involved in offering and delivering this provision, it was difficult to attract schools to engage with the programmes.

‘The schools, out of the 24 there was five that got back to us. There was one involved which was XX, um one expressed an interest but the timing was wrong, one said we could have a building but no community group was interested in getting it, another one just wanted the money and it was very frustrating.’ (key stakeholder, 3)

In conclusion, there is a demonstrable issue with the commission-led model of holiday provision in securing sufficient investment and in developing relationships with agencies and delivery partners to ensure a comprehensive programme of holiday provision is implemented within the most deprived communities within a region.

The third issue highlighted by policymakers and key stakeholders constitutes the staffing of holiday provision. It is evident from the interviews that delivery partners rely on volunteers to help deliver holiday provision. Whilst participants reflected on the benefits of involving community members including parents and young people, seven key stakeholders highlighted concerns around the reliance on voluntary staff for such a complex service to deliver. The respondents recognised that providing a comprehensive holiday provision required a range of skills and resources which can be burdensome and a barrier for the recruitment of willing volunteers. One participant questioned whether volunteers should be responsible for safeguarding the food security of children during the school holidays.

‘The assumption is to me that this will be done by volunteers and that to me seems crazy that the food security of the poor is based on the goodwill of volunteers um, you know, and for children, it’s different for adults, children, firstly malnourishment has a much bigger impact, it has a lifelong impact.’ (key stakeholder, 7)

Whilst many of the delivery partners, selected by key stakeholders, already delivered services within the community, participants reflected on how staff within these organisations still required additional training and upskilling to be able to deliver holiday provision.

‘Fifty percent of them struggled with the whole management side but one of the things that none of us ever considered, and I don’t know why because is so simple, is cooking; no one did any cooking training, no one ever sat back and said we need to train the volunteer cooks.’ (key stakeholder, 6)

Furthermore, organisations experienced a high turnover of volunteers as they moved on to seek employment once they had acquired experience from their voluntary role in holiday provision. One key stakeholder from a housing association discussed the lack of community members who are

either willing or able to volunteer and the implications for the long term sustainability of this provision.

‘What we do tend to find is that where organisations, including our own, have put too much emphasis on volunteer-led solutions that large amounts of work are suddenly being undone overnight by those volunteers moving on or having change in those circumstances means they are not able to fulfil that role. So as things stand at the moment, due to the fluid nature of the estates that we have, the lack of retired people who are young enough and have the professional experience and confidence to be able to develop organisations which are self-sustaining on our estates means that it is very difficult to see a time when we would be able to step back totally.’ (key stakeholder, 12)

A fourth issue highlighted by seven participants was whether holiday provision adequately reduces the risk of families experiencing food insecurity. Participants questioned the frequency of holiday provision and whether a provision available two or three days per week provided sufficient support to families during the school holidays. In the absence of any statutory guidelines or core infrastructure directed by national government to shape holiday provision, participants reflected on how programmes of holiday provision had developed in an ‘ad hoc way’. One key stakeholder raised the concern that some organisations are positioning themselves as delivering holiday provision without providing adequate support to families.

‘Some people were doing it for like three days or for two days just at the end of the summer holidays, that’s not anything really to do with holiday hunger, that’s just having a fun time but they were putting it under that umbrella.’ (key stakeholder, 2)

Furthermore, one participant reflected on the need for further guidance in respect of addressing food insecurity.

‘You’ve got the whole argument about the food and it’s like, well if they get a sandwich it’s better than nothing, and it’s I think you miss what hunger is because I think a lot of these children have sandwiches at home but they still suffer from hunger. It’s not like they don’t get any food at all so I think there’s a lot of need for clarification.’ (key stakeholder, 6)

In addition to the need for more guidance surrounding holiday provision, three participants acknowledged a lack of evidence of whether holiday provision reached those families most at risk of food insecurity. One key stakeholder reflected on how the absence of this information could challenge the implementation of further provision and the sustainability of holiday provision.

‘If you are meant to be targeting free school meals and you can’t tell me who have actually, I suppose, benefited from it, what’s the point.’ (key stakeholder, 3)

4.3.5. Future provision

In the final theme, policymakers and key stakeholders reflected on their views for future holiday provision. This theme consists of two subthemes: responsibility for holiday provision and target demographic of holiday provision.

4.3.5.1. Responsibility for holiday provision

Participants reflected on the roles of national, regional and local government as well as the public, private and third sectors in implementing and delivering holiday provision. Participants considered that the responsibility of holiday provision ‘lies with the whole of society’ and outlined the roles for each sector of society.

At the state and policy level, six participants suggested that national government should play a greater role in supporting holiday provision through funding and regulation. Policymakers and key stakeholders supported the implementation of statutory holiday provision supported by state funding.

‘We very much believe that there needs to be a long term policy solution to this and we would advocate the government spends money on this area to tackle this problem. Whether they are the sole funder, I think that would do disservice to the amount of work community groups and businesses are already doing to bring together resources to this but there may be a collaborative approach to this.’ (key stakeholder, 10)

However, policymakers also highlighted the challenge of implementing holiday provision on a statutory basis whilst maintaining private sector support and funding for the projects.

‘Once you say it’s statutory you are much less likely to get private money into it; if it’s something that is voluntary and seen as an additional sort of charitable activity, in a way not statutory, you are much more likely to get private money but I think the most important thing is that we get universal coverage, every single child deserves to have decent food and have the right to food actually.’ (policymaker 2)

Furthermore, participants highlighted that, alongside statutory financial support for holiday provision, there is a need for central government to introduce legislation to ensure all food served at holiday provision is nutritious. One policymaker discussed how the food served should meet current School Food Standards.

‘The minute there is any statutory money then I think the standards do need to apply that apply to school food in the same sort of way. As that is what people will expect.’ (policymaker, 1)

One participant recommended that national government should play a more central role in supporting low income families with additional financial support during the school holidays to address the significant and root causes of holiday hunger rather than the symptoms.

‘I think they should get extra money in the school holidays, their parents should get more money in the school holidays, give them the amount of the free school meal per child so that’s the social policy side of it. If you’ve got a government that is prepared to listen, that is and wouldn’t be so cruel. That would be the way forward. Until we got more people into work, that would be the backup. So however much, I don’t know, something like two pounds a day or whatever, you would give them that in benefit, you would increase the benefit over the six weeks so that’s how you would do it for families.’ (policymaker, 3)

At the local authority level, nine participants discussed the role and responsibilities of local government in facilitating holiday provision. Policymakers and key stakeholders proposed that local authorities should develop a strategic response and framework for holiday provision within their region. Furthermore, participants suggested that local authorities should assume a more pivotal role in coordinating holiday provision within their region to help develop partnerships across public and private organisations.

‘Local authorities are expected to provide an enabling environment and do what they can and support venue provision, link up sites that can host provision.’ (key stakeholder, 7)

In addition to enhancing partnerships with private and public organisations, participants suggested that local authorities should examine the role of schools in supporting families in need during the school holidays. One participant suggested that local authorities should encourage schools to be further involved in delivering holiday provision.

‘There is a role for local authorities as well, I think, trying to coordinate what is going on and not only coordinate what is going on but be an open door in promoting to schools to provide that umbrella space and service which, I think, came through in one of the sessions as being one of the barriers that you’ve got a few individual schools that might do it but it is very rare and you’ve got acceptance from local authorities that it is an issue and acceptance of responsibility that they could be playing a role in this and if they don’t have the funding, which I’m sure most of them don’t, at the very least advocating to schools that this is something that they could or should consider and advocating some of the other places that have done it.’ (key stakeholder, 10)

That said, the academisation of the school system means that many schools are no longer controlled by local authorities but are operated by academy trusts and receive funding directly from central government. In these cases, local authorities lack the ability to influence the role of schools in holiday provision.

An additional role for local authorities, discussed by participants, is improving access to existing provision. Two participants reflected on the need for local authorities to invest in local provision either by improving existing leisure and play facilities or by enabling activities such as swimming to be available free of charge during the school holidays. Whilst participants supported a greater role for local authorities in coordinating and facilitating holiday provision, one stakeholder

reflected on how continuous cuts to local authority budgets and personnel made it difficult for local authorities to commit over the long term.

‘We just thought in XX it would be a one-off, mainly because of capacity. The officers who facilitated this for me in my team, I didn’t know if they would have jobs here next year in the summer, so we couldn’t say to people straight after the events had finished, oh well we’ll see you next year, it just wasn’t an option. It wasn’t until January or February the following year that we could contact them because that’s when we found out that we had jobs. That sounds odd but unfortunately that’s the way of local government at the moment, you don’t know where you sit. So you couldn’t, in a lot of cases, do forward planning and again the same thing this year. For all we know at Christmas this year or in February we could all get our at-risk letters ... so for that reason we didn’t want to forward plan or raise expectations in the community that this was going to happen next year, that’ll be all singing all dancing, all we could say was that we’ll try and see if we could offer it.’ (key stakeholder, 1)

Participants reiterated the need for developing partnerships within both public and private sectors such as food and catering suppliers and play providers to facilitate the development of holiday provision and secure further funding. Twelve participants envisaged that a more collaborative approach would enable delivery partners to deliver a more frequent provision or encourage a more extensive programme of activities. One key stakeholder discussed the benefits of developing partnerships and connecting to a range of different organisations.

‘I think it has to be a collaborative approach, it can’t fall on one person, I think it needs to be. We need to take into consideration that every stakeholder would have really key skills and the benefits they can bring and all together that would make the success of a programme.’ (key stakeholder, 8)

Participants agreed that holiday provision should continue to be delivered through community-based organisations whilst expanding school-based provision. One participant highlighted the benefit of an increased involvement of schools in holiday provision to help the sustainability of this type of provision.

‘We’ve been planning and thinking of an exit strategy and a sustainability project. We see that schools, schools could be a big deliverer of this but saying that it doesn’t mean it has to use the structures within the schools, the community could run the structures within the schools, we need the schools to buy into that thinking.’ (key stakeholder, 1)

Four participants envisaged that a sustainable model of holiday provision comprised a community asset-based approach where community members are actively involved in the planning of holiday provision.

‘I would like to see the church providing the space and saying ok we need to have food hygiene and we’ll provide all that and get some funding but actually have an open meeting and get people in and say, what shall we do, as broad as that. I think that that is a far more

sustainable model than you know the top down approach, the service delivery model.’ (key stakeholder, 2)

Participants reported that the flexibility is a real benefit of the commission-led model and this lends itself to models that can be offered by a wide range of community based organisations and schools.

‘So that’s the plan that we roll it out over further venues um but we are also looking, because this is such a lovely model and such a flexible model, we’ve made contact with [voluntary agency] so we can link up with their scheme, part of that is a little volunteering scheme for people that are retired, so we would like to use them, in whatever capacity they want, so it could be assisted reading, it could be they help to serve the food, it could be that they just have some company and they spend some one-to-one time with the children but it is reducing isolation in that older part of the population.’ (key stakeholder, 4)

4.3.5.2. Target demographic for holiday provision

Participants reflected that the provision failed to reach all children during the school holidays and identified a number of gaps in provision: for instance a need to target pre-school children and young people, over the age of 12, as well as offering further support to parents. It is evident from the participants’ interviews that whilst organisations support a universal provision, holiday clubs target specific age groups within their community i.e. pre-school children, primary-school-aged children or children between 8 and 12 years old. Thus, holiday clubs can overlook other demographics of children and their families in need of additional childcare support within these communities such as secondary-aged children or children with special educational needs and disabilities. One key stakeholder explained how they restricted their holiday provision to 8 to 12 year olds as a result of OFSTED regulations governing childcare provision as well as a lack of qualified staff and resources to support the younger and older children in their community.

‘I don’t employ professional youth workers and I don’t employ professional play workers who have a play work qualification and meet OFSTED requirements for nought to five for example. So the challenge would be, do we diversify some of our resource to co-commission some of our work to meet the needs of those two groups on the extreme ends of the play spectrum, and we need that conversation with our local authority partners so we can come up with a strategic response to that increasing need or that increasing gap.’ (key stakeholder, 12)

As a result of gaps in the provision, four key stakeholders recognised the need to extend the reach of holiday provision to early years and teenagers as these age groups are overlooked in receiving support during the school holidays.

‘This year we had some teenagers, very isolated and hard-to-reach teenagers, they’ve come in and they’ve been fed and interacted and at least they’ve been given an opportunity to ask questions about what they do next and without that, they would just be on the street. So is it something we could offer again to teenage groups where they could come in and maybe it’s not during the day, maybe it’s in the evenings.’ (key stakeholder, 1)

Furthermore, three key stakeholders reflected on how future provision could further benefit parents, particularly with developing training opportunities or providing educational messages and support for parents who attend with their children.

‘I think that’s something that needs to be done with parent engagement, I think some of the skills, cooking skills, which are coming in are not being transferred to the parents so I think there needs to be that link up.’ (key stakeholder, 6)

Participants reflected on the holiday provision provided within their communities and discussed how a more collaborative approach could help to address the challenges experienced by parents during the school holidays, expand the reach of holiday provision with the community and ensure that holiday provision is founded on a more sustainable model.

4.4. Discussion

This chapter examined the views of policymakers and key stakeholders regarding the need for holiday provision and their views on implementing and delivering this provision. This chapter presented findings from interviews with policymakers representing national, regional and local government and key stakeholders from both the public and private sectors with an involvement in holiday provision. The interviews with policymakers and key stakeholders emphasised multidimensional needs for holiday provision, identified the approach adopted by the public and third sectors in delivering holiday provision, recognised outcomes and barriers with implementing holiday provision and highlighted participants’ views on future provision. An additional thread interweaving between these themes identified the need for a collaborative approach across all sectors of society to address the issues of school holidays and provide support to the most vulnerable and marginalised families through a programme of holiday provision.

To address the first research question of this study to examine the views of policymakers and key stakeholders regarding the need for holiday provision, participants acknowledged a range of multidimensional issues facing low income families during the school holidays. Policymakers and key stakeholders identified the need for holiday provision at the policy and community level, household level and individual level. At the policy and community level, participants reflected on the impact of the post-2010 welfare reforms and cuts to local authority budgets on communities and families within their region. Participants identified that the communities hit hardest by these reforms, where frontline services are no longer available, represent the most disadvantaged neighbourhoods in their region. These findings are in keeping with the wider literature on welfare reform and reductions to local authority budgets. Beatty and Fothergill (2016) highlighted that the poorest local authorities have been hit hardest by welfare reform and there exists a disproportionate impact of welfare reforms on low-income families with dependent children. Furthermore, whilst local authorities have attempted to protect frontline services, this has not always been possible and

youth clubs, libraries and children centres have closed or reduced their opening times (Hastings et al., 2015), which demonstrates how withdrawal of support by the state impacts the most disadvantaged neighbourhoods (Crossley, 2017). Key stakeholders have used local deprivation and FSM data to identify the neighbourhoods most in need of support during the school holidays. In addition to the cuts in local provision, traditionally provided by local authorities, participants highlighted a lack of affordable childcare provision for low-income families during the school holidays. This finding is in keeping with a recent study, which identified a lack of affordable holiday clubs and a shortage of childcare across some regions of the UK (Cameron et al., 2016). In recent years, the government has pursued a policy of encouraging parents into employment whilst reducing their welfare entitlements. However, a lack of available and affordable childcare highlights shortcomings with this policy and the accompanying challenges for working families.

At the household level, policymakers and key stakeholders recognised that school holidays can increase pressure on household budgets due to the increased costs of entertaining children, childcare provision and, for families who rely on term-time FSM provision, the additional cost of feeding their children. With the increased demands on household budgets, policymakers and key stakeholders drew on their experiences of working with frontline services and acknowledged that parents struggle to afford food and / or provide their children with a good quality nutritious diet. Whereas parents may have previously relied on support from their extended family, participants suggested that, under austerity, family members are no longer able to provide that assistance. Given the increased financial pressures, participants identified that low income households are at risk of experiencing food insecurity during the school holidays and there is a need to support families against this risk.

At an individual level, policymakers and key stakeholders identified that parents were ‘struggling’ during the school holidays as a result of the stress of financial hardships and the pressure of caring for their children. Thus, the ability to parent is made increasingly difficult by the financial hardship experienced by parents (La Placa & Corlyon, 2016). In addition to the material disadvantages of living in low-income households, participants reflected that low-income parents are more likely to experience non-material disadvantages which can disrupt the ability to parent adequately such as relationship difficulties. These findings are in line with other studies on parenting in poverty (La Placa & Corlyon, 2016).

An additional need for holiday provision, identified by policymakers and key stakeholders, is its ability to reduce social isolation. As a consequence of cuts to welfare and local authority provision, participants identified a risk of families and communities experiencing greater social isolation. These findings support previous research demonstrating a link between living in poverty and isolation (La Placa & Corlyon, 2016). Participants reflected on the barriers that exist within

communities and can promote isolation, such as the lack of adequate youth facilities or poor transport links (Power, 2012). The availability of affordable local provision is an important consideration and previous research demonstrates that neighbourhood poverty can contribute to negative outcomes for children and exacerbate the factor of living in household poverty (Chaudry & Wimer, 2016).

Politicians and the media have previously framed holiday hunger and the need for holiday provision through the lens of food insecurity (Lambie-Mumford & Sims, 2018). Nevertheless, in this study policymakers and key stakeholders identified that the needs for families are multidimensional and far reaching. Thus, there is a need for a collaborative response to address these issues and provide additional support to families during the school holidays. As a result of the range of multidimensional needs, participants have developed and implemented programmes of holiday provision drawing on broad aims of providing food and fun activities to children during the school holidays.

To address the second research question of exploring the views of policymakers and key stakeholders regarding good practice, participants reflected on the implementation and delivery of holiday provision. Policymakers and key stakeholders reflected on their involvement in holiday provision and their views on implementing programmes of holiday provision, via a commission-led model, and what they consider to be good practice. Moreover, whilst reflecting on the implementation and delivery of holiday provision, key stakeholders and policymakers highlighted the barriers of delivering a holiday provision programme and thus addressed the third research question. Consequently, the key barriers highlighted by participants are targeting families in need, addressing food insecurity within their communities, developing partnerships and securing funding as well as recruiting staff and volunteers.

In the absence of any statutory guidelines or state funding from national government, it is evident that a range of public sector and third sector organisations seek to address holiday provision through a commission-led model. Organisations such as local authorities, housing associations, regional church groups, foodbanks and grant making trusts have adopted the role of commissioner to facilitate a programme of holiday provision within their region, in response to central government's policy of decentralising state services and encouraging the delivery of services through a 'Big Society'. The role of these commissioning organisations is to provide support to delivery partners, such as community organisations and schools, to deliver this provision. Commissioning organisations endeavour to work with delivery partners located in the most disadvantaged communities. The support provided consists of developing a framework of holiday provision, providing initial funding as well as networking opportunities and training. Nevertheless, there is variation in the type and level of support offered by these commissioning organisations to

their delivery partners, thus raising the question of whether commissioning organisations provide sufficient support for delivery partners to deliver a programme of holiday provision that addresses the needs of these disadvantaged communities. The findings demonstrate advantages and limitations with this commission-led model. The principal benefits are the broad aims, advocated by commissioning organisations, across the programmes of holiday provision and the flexibility of the model to attract a wide range of delivery partners and support for this provision. The model enables delivery partners to have autonomy over the type of holiday provision they deliver such as the setting of the holiday clubs, operating times, type of food served and activities provided. Nevertheless, a significant question remains as to whether programmes of holiday provision properly address the issues and needs of families and communities during the school holidays or deliver on the wider agenda of the delivery partner. To implement and deliver holiday provision, key stakeholders highlighted the need to develop partnerships and collaborate with a range of organisations from across the private and public sectors. Prior studies examining health interventions have consistently demonstrated that interventions in deprived communities benefited from existence of partnerships between a range of agencies and organisations (Hanson, Connor, Olson, et al., 2016). In the current study participants recognised a role for national, regional and local governments to provide a framework for holiday provision as well as support from schools and public, private and third sectors in implementing and delivering holiday provision. This collaborative approach to holiday provision reflects participants' views that the responsibility for holiday provision 'lies with the whole of society'.

The findings from this study support findings from the quantitative study on the location of holiday provision and demonstrated a reliance on volunteers from the community to deliver this provision. Key stakeholders and policymakers recognised that delivery partners relied on volunteers to help deliver their programme of holiday provision. The role of community members to take responsibility for providing support to disadvantaged and vulnerable groups in services previously supported by the state, demonstrates the government's promotion of 'active citizenship' and the role of the 'Big Society' (Verhoeven & Tonkens, 2013). Participants reflected on the positive outcomes for volunteers participating in holiday provision including enhancing skills and developing confidence. Previous research illustrate that residents of disadvantaged communities can experience a range of positive psychological, social and economic benefits from their participation and, in addition, improve the social capital of deprived communities (Hanson et al., 2016; Messias, De Jong, & McLoughlin, 2005). A further benefit of this type of volunteering is the short-term commitment and the fact that community members can participate on a project by project basis. Whilst there are perceived benefits for community members to volunteer in holiday provision, there are also advantages for holiday clubs to utilise community members in delivering this provision. Key stakeholders reflected on how volunteers provided additional support to delivery partners through their knowledge of the community and by identifying and targeting those

families in need of support. Participants recognised the need to train volunteers and provide them with the adequate skills and resources to undertake this provision. Nevertheless, there is a risk of overburdening volunteers particularly if community representatives are put under pressure without sufficient support (Hardill & Baines, 2011). Moreover, key stakeholders highlighted the challenge of recruiting volunteers with the necessary skills and time to commit to these projects. Prior research illustrates that voluntary organisations experience lower levels of volunteering in more deprived areas whereas organisations in less deprived areas are able to benefit from the local philanthropy of more affluent residents and higher levels of volunteer resources (Clifford, 2012; McCulloch, Mohan, & Smith, 2012). Key stakeholders recognised that as volunteers are upskilled, they are able to use these skills and experience to secure employment which, in turn, demonstrates a need to invest in the cycle of recruiting and training new volunteers into these roles. Whilst key stakeholders identified that a sustainable approach to holiday provision is possible through a community based provision, there exists a continuing role for commissioners in providing guidance and resources to recruit, train and support new volunteers. Thus, long term commitment is required from commissioning organisations to provide ongoing support to delivery partners and voluntary staff. It is evident from previous research that community health interventions are most effective with continued guidance, support and commitment (Cleland, Tully, Kee, et al., 2012).

With the exception of one commissioning organisation, all key stakeholders advocated a universal approach to holiday provision as opposed to a targeted method of attracting families. Participants supported a universal approach in order to avoid stigma which has been associated with food programmes and foodbanks (Garthwaite et al., 2015; Loopstra, 2018) and prevent holiday provision from being seen as a feeding programme for low income families. In contrast a foodbank network adopted a targeted approach to recruit families to their programme of holiday provision and used a referral system, similar to their foodbank operations. Although a universal approach is widely used, key stakeholders endeavoured to reach the most marginalised and vulnerable families and aimed to locate their programme of holiday provision in the most disadvantaged communities. Nevertheless, it is evident from this study that there are three issues regarding this approach. First, key stakeholders identified challenges around recruiting delivery partners, in particular schools, within the most disadvantaged neighbourhoods to implement their programme of holiday provision. There are gaps in the provision where the recruitment of delivery partners was not possible. The second issue is the lack of data on families accessing the provision which makes it difficult to measure whether the provision is reaching the most marginalised families. Previous research demonstrates that active recruitment methods to engage hard-to-reach populations are more effective than a passive approach (Hanson et al., 2016; Matthews, Brennan, Kelly, et al., 2012). Furthermore, key stakeholders recognised that more marginalised communities and black and mixed ethnic groups as well as families with special educational needs and disabilities were also underrepresented at their programmes of holiday provision. The third issue is the delivery of

holiday provision for all children in the community. Whilst the universal provision is non-discriminatory in terms of household income of families, it is selective in terms of the age of the child. In most cases delivery partners targeted age groups, specifically primary-aged school children. Thus, this provision failed to address the needs of the youngest or oldest children within communities.

Holiday provision plays a valuable role in alleviating some of the issues faced by families and communities during the school holidays. Participants perceived benefits of holiday provision were evident at the community level, household level and individual level. Policymakers and key stakeholders identified benefits for the community in building capacity and enhancing community cohesion and empowering communities to respond to need. Holiday provision provided support to parents through the provision of structured activities and food and some participants viewed holiday provision as a ‘soft touch’ parenting programme. For children, participants highlighted that holiday provision offered stimulating activities and learning opportunities and improved the eating behaviours through the provision of food. Furthermore holiday provision improved social interaction and reduced social isolation not only at the family level but also the community level.

Whilst participants recognised a number of positive outcomes for children, families and the community, discussions on whether holiday provision improved the food intake of children and reduced the risk of food insecurity were limited. Despite the provision of free food being a principal aim of holiday provision, participants nevertheless questioned whether holiday provision programmes adequately addressed the issue of food insecurity owing to the piecemeal and infrequent offering of some programmes. Furthermore, whilst many participants encouraged hot meals to be served at holiday clubs, food insecurity refers to the availability of nutritionally adequate foods and there is little research concentrating on the serving of healthy meals at holiday clubs. Participants cited a need for guidance to ensure programmes of holiday provision help to reduce food insecurity. As Kneafsey et al., (2017) argues, whilst charity-led interventions can contribute to capacity building for food justice, there are limitations with this type of intervention: “they are often unable to reach the most marginalised communities: their work is often piecemeal, depending on whether they are able to attract funding or not. Charity-led food initiatives, therefore, need to be designed and properly funded to target people most affected by food injustice.” (Kneafsey et al., 2017, p. 631).

Key stakeholders and policymakers identified the need for holiday provision during the school holidays as a result of changes to welfare provision and cuts to local authority provision both of which have increased the financial pressures on families. It is evident that the third sector, local government as well as private sector have stepped in to provide support and provision in the absence of statutory provision from national government. Thus reflecting the process, endorsed by

central government, of the 'Big Society'. A commission-led approach has been adopted to develop programmes of holiday provision, delivered by partner agencies. This is a collaborative model which has been proven to successfully deliver provision but there are questions around whether this type of approach truly addresses and targets the most vulnerable in society.

CHAPTER 5: A qualitative investigation of the views of staff, volunteers, parents and children participating in holiday clubs

5.1. Introduction

This chapter explores the views and attitudes of staff, parents and children relating to school holidays and their participation in holiday club provision. As previously outlined in the literature review, school holidays can have negative consequences on the health of children and families; it is evident that for families that rely on FSM provision the risk of household food insecurity increases during the school holidays (Long et al., 2017) and additionally, there is a risk of children becoming overweight or obese (von Hippel & Workman, 2016). The literature review also highlighted the challenges of parenting in poverty and illustrated that limited household finances restricted children's access to local activities and services (Ghate & Hazel, 2002; La Placa & Corlyon, 2016; Ridge, 2002) and demonstrated the challenge of sourcing affordable childcare (Butcher, 2015). In addition, programmes of holiday provision are being delivered by public and third sector organisations and it is evident that there is a reliance on volunteers to help deliver the provision. This chapter, therefore, represents the concluding study of the qualitative Phase II of the research design and examines the following objectives of this thesis: objective (i) relating to the views of holiday club users; and objective (iv) the short-term impact of holiday provision for children, parents and community members.

Graham, Crilley, Stretesky, et al. (2016) conducted a qualitative study on the views of staff (N=14) participating in holiday clubs in Wales and Southern England. Findings from their study highlighted that staff identified a need for holiday provision to support families facing financial hardship, reduce the risk of household food insecurity and the risk of families becoming isolated within their communities resulting from limited engagement with activities during the school holidays (Graham et al., 2016). Graham et al. (2016) identified a number of outcomes for children, their families and the community from their participation in holiday club provision: reduced boredom and skills development in children; financial support for parents; and improved relationships between staff and parents. Whilst the study conducted by Graham et al. (2016) established a need for holiday club provision, there is a gap in research exploring the challenges of delivering holiday club provision, which may impact on the type of provision offered and participation in this provision. Furthermore, the study did not explore the motivation of staff (paid staff and volunteers) to participate in holiday club provision. Thus, there is a need for further exploration of the motivation and outcome of all staff participating in holiday clubs.

In addition to the challenges of parenting in poverty and the impact on parents' mental health and ability to parent effectively (La Placa & Corlyon, 2016), research has also illustrated the influence of neighbourhoods on parenting and the types of formal and informal support available to parents

within their communities (Ghate & Hazel, 2002; La Placa & Corlyon, 2016). Recently researchers have focussed on the child's voice and the importance of involving children as research participants. Harcourt and Sargeant (2011) argue that how children experience childhood differs from how adults perceive it and studies about children can consist of adult bias and include assumptions about the views of children. Thus, Lundy (2009) argues that the notion of 'child voice' must be considered and represents the right for children to express themselves and be heard. Harcourt and Sargeant (2011, p. 429) identified from their research that "children can speak confidently about their own lives and, when their input is heard and considered in the planning processes, services are more likely to be used". A recent qualitative study conducted by Defeyter, Graham, and Prince's (2015) on holiday breakfast clubs undertook semi-structured interviews with parents (N=18) and children (N=17) attending holiday breakfast clubs in the North West of England and Northern Ireland. The authors demonstrated a need for this type of provision and illustrated that parents viewed their attendance provided financial support to household budgets through the provision of a free breakfast, improved the eating behaviours of their children and encouraged social interaction (Defeyter et al., 2015). Furthermore, findings from interviews with children ascertained that attendance at the club provided an opportunity for a wider choice of breakfast, and the ability to interact with friends and participate in activities. The qualitative investigation conducted by Defeyter et al. (2015) solely examined holiday clubs providing breakfast and did not examine holiday provision offering different models of provision i.e. all day provision or child-only provision. Hence, further exploratory research is needed to gain an understanding of the challenges of school holidays for parents and children and their views on this type of provision.

Thus, the present study aimed to address the following objectives of this thesis: (i) investigate the need for holiday provision using the views of holiday club users; and (iv) explore the short-term impact of holiday clubs on the social and wellbeing outcomes of children, parents and wider community members., Specifically this study aimed to address the following research questions:

- What are the views and experiences of staff (paid staff and volunteers), parents and children of the school holidays?
- What are the views and experiences of staff (paid staff and volunteers), parents and children of participating in holiday club provision?

5.2. Method

The study employed a qualitative grounded theory design to examine the views of staff, parents and children.

5.2.1. Study design

The views of adults were obtained through face-to-face semi-structured interviews. Semi-structured interviews were considered an appropriate method of data collection with this sample and have previously been used in qualitative research on participants of holiday club provision (see Defeyter et al., 2015; Graham et al., 2016). Focus groups were undertaken with children in groups of three to nine, either facilitated by the researcher or members of Mayor's Fund for London's Youth Board, using participatory research methods. A more in-depth description of this method is outlined in the Methodology Chapter (Chapter 2).

5.2.2. Participants

A purposive sampling strategy was adopted and a sample taken from children, parents and staff participating in holiday clubs across England. Ethical approval was gained from the Faculty of Health and Life Sciences, Northumbria University, Newcastle upon Tyne.

The qualitative investigation took place in the Easter and summer school holidays of 2016 and 2017. The sample for this study was drawn from holiday clubs, operating from various settings, and supported by a range of commissioning organisations: a foodbank network; local authority; and regional charity. During the Easter school holidays of 2016 a sample was drawn from holiday clubs participating in a pilot holiday provision operated by the foodbank network, Trussell Trust. All five holiday clubs participating in the pilot holiday provision were invited and agreed to take part in this study. These holiday clubs were located in four locations (two cities and two towns) across England. In the summer school holidays of 2016, a sample was drawn from holiday clubs participating in a programme of holiday provision implemented by Gateshead Council. All 21 community organisations participating in Gateshead Council's holiday provision programme were located within the metropolitan borough of Gateshead and invited to take part in this study: eleven organisations expressed an interest and, out of those, six agreed to take part. In 2017, further sampling was taken from community groups and a school delivering holiday clubs across London, supported by the Mayor's Fund for London programme of holiday provision, Kitchen Social. All community organisations participating in Kitchen Social were invited to take part in the study: ten holiday clubs expressed an interest and, out of those, five agreed to take part.

The holiday clubs participating in this study operated for different times and offered varying lengths of provision over the school holidays. Further details of the characteristics of the holiday clubs, attendance rates and the type of provision offered are illustrated in Table 5.1.

In total, 29 staff (27 female, 2 male) consisting of paid staff (N=17) and volunteers (N=12), 25 parents and carers (25 female) and 38 children (24 girls and 14 boys) were sampled from 17 holiday clubs across England. All names used in the analyses are pseudonyms.

Table 5.1. Characteristics of participating clubs

Participant interviews									
Club	Staff	Parents	Children	Location	Setting	Opening times	Typical rates of attendance	Provision offered	
1	3	2	3	North West England	Foodbank / community centre	10:30 - 13:30; 2 days per week	Approx 10 attendees. Children accompanied by parents	Lunch and activities (crafts and board games)	
2	1	2		South East England	Children's centre	10:45 - 13:00; 2 days per week	Approx 30 attendees. Children accompanied by parents	Lunch and activities (crafts, board games and music)	
3	1	2		London	Children's centre	11:00 - 16:00; 2 days per week	17 attendees. Children accompanied by parents	Lunch and activities (crafts and music)	
4	4	4		North East England	Youth Centre	11:30 - 13:30; 5 days per week	Approx 10 attendees. Children under 10 years accompanied by parents	Lunch and activities (craft)	
5	3	2		North East England	Community centre	10:00 - 14:00; 2 days per week	8 attendees. Children accompanied by parents	Lunch and activities (craft)	
6	1			North East England	Community centre	11:00 - 13:00; 3 days per week	Approx 40 attendees. Children accompanied by parents	Lunch and activities (craft, physical activities and offsite visits)	
7	2	2		North East England	Community centre	10:00 - 14:00; 1 day per week	15 attendees. Children accompanied by parents	Lunch and activities (craft)	
8	2	3		North East England	Church hall	10:30 - 15:00; 5 days for 1 week	50 attendees. Children accompanied by parents	Lunch and activities (craft and physical activities)	
9	2	1	6	London	Youth Centre	11:00 - 16:00; 3 days per week	Approx 15 attendees. Children only	Lunch and activities (craft, physical activities and offsite visits)	
10	1			London	School	11:00 - 13:00; 4 days per week for 2 weeks	Approx 35 attendees. Children only	Lunch and activities (craft, physical activities and cookery)	
11	2		5	London	Community centre	9:30 - 16:30; 4 days per week	Approx 60 attendees. Children only	Lunch and activities (craft, physical activities, music, dance, entrepreneurial skills workshops)	
12	2		5	London	Hostel	11:00 - 14:00; 1 day per week	6 attendees. Children only	Lunch and activities (craft)	
13	3		5	London	Community centre	10:00 - 18:00; 4 days per week	Approx 30 attendees. Children only	Tea and activities (craft, physical activities, cookery, offsite visits)	
14	2		12	London	Community centre / church hall	11:00 - 14:00; 2 days per week	Approx 20 attendees. Children only	Lunch and activities (craft, physical activities and cookery)	
15		3	2	North East England	Church hall	11:00 - 14:00; 1 day per week	Approx 30 attendees. Children accompanied by parents	Lunch and activities (craft and physical activities)	
16		2		South East England	Church hall	11:30 - 13:30; 1 day per week	Approx 30 attendees. Children accompanied by parents	Lunch and activities (craft, physical activities and gardening)	
17		2		North West England	School	12:00 - 14:00; 2 days per week	Approx 30 attendees. Children accompanied by parents	Lunch and activities (craft, physical activities and cookery)	

5.2.3. Materials

A semi-structured interview schedule was developed based on literature of holiday club provision and the purpose of this investigation. Separate interview schedules were devised for paid staff, volunteers, parents and children and consisted of a series of open-ended questions to encourage participants to talk freely about their views and experiences. The interview schedule for children was developed with assistance from members of the Mayor's Fund for London's Youth Board. See Methodology Chapter section 2.2.2.3 for further details on this participatory research method. Copies of the interview schedule for paid staff, volunteers, parents and children are included in Appendices Ji, Jii, Jiii and Jiv.

5.2.4. Procedure

All interviews and focus groups were undertaken at the holiday club setting. Parents' interviews and the focus groups involving children took place during the holiday club provision. The interviews with staff members and volunteers took place at the end of the holiday club session. All staff members, volunteers, parents and children were supplied with a participant information sheet and consent form. Consent forms were completed by staff and parents prior to the interviews taking place, and whilst parents provided written consent for their child to participate in the focus groups, verbal assent was sought from children before the focus groups began. Children aged over six years were invited to participate in the focus groups. Previous research suggests that focus groups are unsuitable for younger children as a result of their limited social and language skills (Gibson, 2007). The interviews and focus groups took place during March 2016, August 2016 and August 2017. Depending on space available at the holiday club venue, the interviews and focus groups took place either in the main area where the activities were held or in a separate room. Furthermore, at some holiday clubs, parents were expected to supervise their children, thus interviews took place close to where their children were participating in an activity. Nevertheless, all participants were informed that they did not have to answer a question and could stop the interview at any stage. All interviews and focus groups were audio recorded. In addition to the information sheets distributed to all participants, participants were provided with a verbal explanation of the purpose of the study before recording began and provided with a debrief information sheet at the end of the interview, explaining their right to withdraw from the study. Examples of the information provided to all participants are included in Appendices Ii, Iiv and Ivii. Interviews with staff lasted between 10 minutes and 50 minutes and the average length of an interview was 16 minutes. Interviews with parents lasted between 10 minutes and 20 minutes and the average length was 14 minutes. On average the focus groups with children lasted 10 minutes. The focus groups with children were scheduled around the clubs' planned activities and lunch to ensure that they did not forgo any activities at the club.

5.2.5. Analysis

The interviews were listened to in their entirety before they were transcribed verbatim. Separate analysis was conducted for interviews with staff, parents and children. The analysis of the data drew on the principles of grounded theory and the analysis followed a number of distinct stages (Charmaz, 2000; Glaser & Strauss, 1967; Silverman, 2006). A constant comparative approach to coding and analysis of the data was adopted with an initial open coding phase of each transcript including the use of in vivo codes. Transcripts were coded line by line and memos regarding codes recorded. The codes were reduced and refined and codes were grouped into categories based on the similarity of content and themes based around categories and memos emerged. The analytical process took place in parallel with interviews and further theoretical sampling was undertaken in 2017 to test the properties of a category and emerging themes. At this stage, interview schedules for parents and staff were revised to build in focused questions to test category development, in particular around children's behaviour and parent's perceived support from attending holiday provision clubs, involvement of staff in holiday clubs and their ability to target and reach out to families in need. The data on categories was reviewed in order to describe the properties of the category and identify cases that did not appear to fit within this category. It was considered that theoretical saturation was reached when no new categories or themes were identifiable from the data and thus the inclusion of further interviews would not add further themes to the dataset. Out of these themes, a substantive theory on the challenges of the school holidays and attendance at holiday club provision was developed. Further information of this process of the grounded theory analysis is detailed in the Methodology Chapter, section 2.2.2.1.

All identifying information was removed from the transcripts and pseudonyms have been used throughout the chapter to protect the identity of the staff, parents and children attending the holiday clubs.

5.3. Findings

The findings will begin by exploring the views of staff (paid staff and volunteers) on holiday provision and will subsequently examine the views of parents and children attending holiday clubs.

5.3.1. Staff views of school holidays and holiday clubs

Staff reflected on their knowledge of the local areas, the challenges faced by families during the school holidays, their experiences of delivering holiday club provision and the outcomes for participation for themselves and for parents and children. The themes that emerged from paid staff and volunteers' interviews are illustrated in Figure 5.1. A central thread which is evident throughout these three themes draws on the skills and characteristics of staff as effective communicators in understanding the needs of their community and delivering holiday provision.

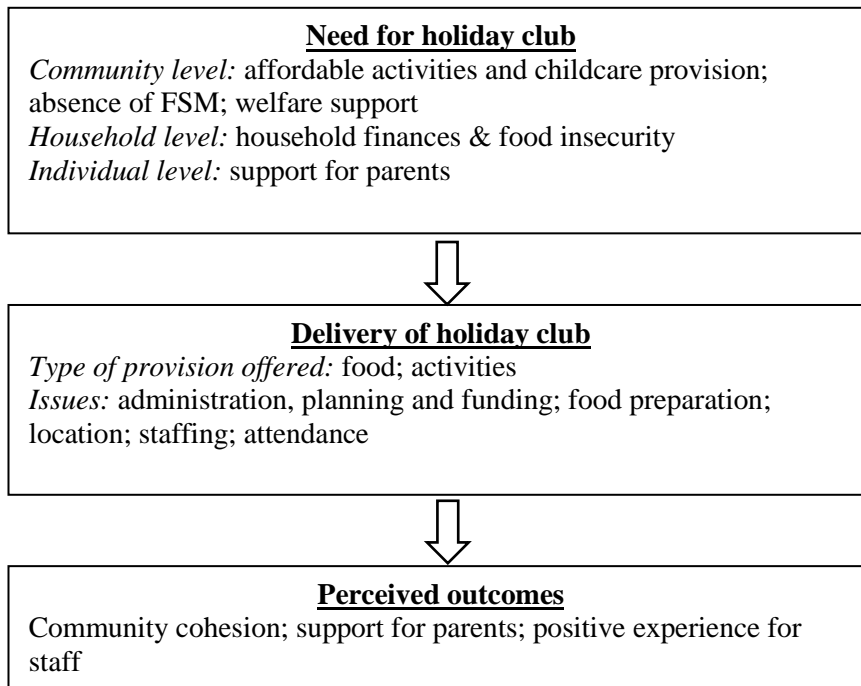


Figure 5.1. A model of themes of staff views on school holidays and holiday club provision

5.3.1.1. Need for holiday club provision

Paid staff and volunteers reflected on their experiences of living and working within the community. They identified a need for holiday club provision through dialogue with local schools and community organisations, such as housing associations and children’s centres; examining poverty, FSM levels and foodbank use within their area; or via existing relationships with families and children who have previously accessed services or provision from their organisation. Thus, the theme of ‘need for holiday club provision’ cuts across three levels of observation: community level, household level, and individual level.

At the community level, staff recognised a lack of affordable activities within their community for families during the school holidays. With the exception of one holiday club, this was identified as a key issue by paid staff and volunteers. Staff recognised that families have difficulty in accessing activities or provision appropriate for children and young people of all ages or are reliant on free, weather-dependent activities such as the local park.

‘There’s nothing really for them to do. A lot of the families that come in where there’s the parents the kids and the babies, they tend to say there’s loads to do but we don’t have the money to go and pay a fiver for a couple of hours They are bored and their kids are bored and a lot of them we found out are saying there’s nowhere to go with a lot of different age range children.’ (Amanda, paid staff, club 4)

Families not only experience the challenge of accessing affordable activities to entertain the children but staff at child-only clubs recognised a need for affordable childcare provision for working parents:

‘I think holiday provision is needed everywhere, not just this community or this area, it’s needed in all areas and in all communities. We have working parents who need somewhere for their children. This is my personal opinion, things like nurseries which charge up to £130 a day, are beyond the reach of even people who have got good jobs, they are beyond the reach of them, charging £130 a day.’ (Nazir, paid staff, club 9)

In addition to the lack of affordable activities and childcare provision, paid staff from three communities in London and North East England highlighted the issues of crime and antisocial behaviour within their communities and the lack of safe places for children to play or socialise during school holidays:

‘I also set it up because of postcode wars and gang crime that’s affecting our youth and children and so because there’s not a lot of youth clubs available, there’s hardly any actually.’ (Monica, paid staff, club 14)

The characteristics of the community and the lack of availability of adequate and affordable provision for children are contributing factors for the need for holiday club provision. In addition, staff highlighted that the lack of FSM provision during the school holidays is an issue for families attending holiday clubs. Staff identified that many parents of children participating in the holiday club rely upon FSM provision during the term time, and recognised the additional pressure to feed the family during the school holidays:

‘A lot of people who have free school meals don’t have to pay ten pounds on school meals and then in the holidays they’ve got to pay that for food every day for six weeks and that’s a challenge.’ (Lisa, volunteer, club 7)

Moreover, participants highlighted the challenge for households reliant on welfare support:

‘I have seen children who really have got a need because we got recent immigrants, you know people have come across and they got nothing and other children whose families are not doing great with issues you know. You’ve got mum with four kids and she’s on her own and she’s not in work and she is on welfare benefits and it’s really hard.’ (Amy, paid staff, club 6)

At the household level, a significant issue identified by staff at all holiday clubs was the financial pressure experienced by families during the school holidays. Participants identified the financial hardship faced by parents not only as a result of the lack of FSM provision and the cost of feeding their families but in addition the cost of entertaining children and participating in activities:

‘I think sometimes it’s hard for parents to find things to do over the summer holidays. It can be quite costly, taking them out for the whole six weeks so having somewhere that is close to home, where the children can engage in the activities, that’s not so costly for them.’ (Hannah, paid staff, club 11)

As a result of the financial hardship faced by families, paid staff from child-only holiday clubs recognised the risk of households experiencing food insecurity:

‘One of the young people here, he will come and tell me, during term time, when we have our eating session, he’ll say, I’m really hungry, I haven’t had anything since I got home from school. So even when we are not doing the lunches, we’ve got some bananas and get them out. If we have a bit of pasta or some toast on for them, so there’s always something and it’s building the relationships with the kids so they can tell us, actually Sam, I’m really hungry, it’s not that my mum aint feeding me, it’s that there’s nothing indoors’ (Sam, paid staff, club 9)

In addition to the challenges at the community and household level, participants identified the needs of parents during the school holidays. Participants’ views reflected their judgements on parenting and frequently referred to parents as ‘*struggling*’ during the school holidays and in need of holiday club provision for support with parenting:

‘I have seen with their lunch boxes. Some of the parents provide lunch boxes, it’s a packet of crisps, a fruit shoot and a bar of chocolate and I don’t think the parents know how to cope. For some people it could be financial, I know for some it is financial but others it’s just convenience, they are literally just running out of the house in the morning.’ (Nazir, paid staff, club 9)

Moreover, participants identified that parents not only required financial support to provide a meal but respite from planning and preparing meals for the family:

‘A lot of them are struggling because it’s a long time that two weeks off is a long time and it gives the parents a bit of a break and a lot of the time they are having to provide yet another meal when a lot of them are short of money so it’s good got that they’ve got that break really they’ve got those two days and when they don’t have to think about what they’re going to do their children and don’t have to think about what they’re going to feed them and things like that and it’s all sorted and taken care of.’ (Nicole, paid staff, club 1)

Participants focused on the needs of parents rather than specific needs of children during the school holidays.

5.3.1.2. Delivery of holiday club provision

This theme consists of two sub-themes: type of provision offered at holiday club; and issues with delivering this provision. From the staff interviews it is evident that the type of provision offered to families varies amongst holiday club settings. Nevertheless, all holiday clubs offered free activities and food to children and, in most cases, parents too. The majority of holiday clubs were parent-accompanied and delivered their provision for a few hours over lunchtime (see Table 5.1 for

details of the characteristics of each holiday club). Participants highlighted that a range of activities were offered by their club and these were frequently craft or art activities, physical activities and cooking. Half of the holiday clubs provided a structured programme of activities, whereas other clubs offered a range of activities for children to choose:

‘There’s lots of different things for them to do, I mean there’s a games area if they want to play games, there are books to read, they don’t have to do anything in particular at a certain time so it quite good that they can just go about and do their own thing and it gives the parents time whilst the children are playing to do things.’ (Mary, paid staff, club 2)

As with the variety of activities provided by holiday clubs, the type of food and meals offered to families varied by holiday club setting. Staff and volunteers at all holiday clubs endeavoured to prepare and serve a hot cooked meal. Nevertheless, the type of meal served varied across holiday clubs and depended upon where the food was sourced and the catering skills of staff members. Ten of the holiday clubs relied on food donations from foodbanks or food redistribution organisations whereas other organisations sourced all their food from supermarkets and local food stores. Whilst some of the participants cited the importance of healthy food, only one member of staff from one holiday club highlighted that food served at their holiday club complied with School Food Standards:

‘We’ve continued the standards we use for school food, um so that’s keeping it healthy, keeping it balanced, keeping the nutrition there.’ (Ruth, paid staff, club 10)

All holiday clubs relied on volunteers to help deliver holiday club activities or food provision. Volunteers comprised of community members, parents and in some cases, young people (aged over 15 years):

‘I think we’ve got a large range of volunteers. People who have children that come here volunteer and we’ve got children who have been here as children and because they older now, they have chosen to volunteer. I think it’s good that they all know the children, they live in the community and know everyone as well. It’s a community, that’s what’s important here because everyone chips because they know how things work, they know the children and they know their community and so they’re willing to volunteer and support the programme as well.’ (Hannah, paid staff, club 11)

Whilst holiday clubs rely on volunteer involvement, including help from parents, three holiday clubs, operated by church or community groups, plan for parents to be further involved in the delivering of holiday club provision:

‘Although it’s based in the church, we are not explicitly pushing religion, we are trying to show the outwork of Christianity by supporting one another and I think parents have really bought into that to the point where next year we will be looking to set up a committee of parents who will deliver the next year’s activities.’ (Kate, paid staff, club 8)

In contrast to participants' views on the need to offer support to parents during the school holidays with the provision of holiday clubs, participants recognise a role for parents in delivering this type of provision. Thus, there is a blurring of lines where the user becomes the provider of holiday club provision.

To deliver holiday club provision, participants at 12 of the holiday clubs had developed links with a range of community partners and key stakeholders including local authorities, housing associations, schools, children's centres, local businesses and food retailers. Participants viewed the importance of developing these connections to help with funding or acquire food donations:

'I have got links with Asda, through the foodbank, they came on board. And people are just really trying, last year was wonderful because so many agencies wanted to be involved, it made life easier and obviously the Diocese is really supportive of this um so we do get some funding from them and Greggs made funding available so it seems like the more it goes on, the more positive businesses and organisations are being more receptive.'

(Kate, paid staff, club 8)

Some participants highlighted that delivering holiday clubs provided them with an opportunity to further develop networking links and connections which would benefit all aspects of their organisation:

'The primary reason is we found an opportunity to network with [holiday provision commissioner], the Mayor's people and get closer ties with the Mayor's people.'

(Nazir, paid staff, club 9)

Moreover, connections made by staff with community partners and key stakeholders not only created funding opportunities but staff cited that developing links with schools and agencies such as children's centres, enabled their holiday club to target and attract local families in need:

'We had enough through the children centre, this area is very much an in-need area so all their families are here.'

(Mary, paid staff, club 2)

Nevertheless, not all participants were able to engage and develop relationships with key stakeholders or organisations within their community. Some staff highlighted the challenge of connecting with local key stakeholders:

'Well commitment from community partners, because again this isn't much of a community feel within this borough as a whole because everyone gets on with what they are doing, there isn't that joined up working with organisation.'

(Maria, paid staff, club 12)

As a result, organisations which lacked support from community partners or where staff had not developed links with local agencies such as children's centres or schools relied on word of mouth or leafleting to promote the holiday club in their community; attendance rates at these holiday clubs

were more varied than at holiday clubs where staff had developed relations with local organisations and key stakeholders.

All participants highlighted a variety of issues with delivering holiday club provision. In particular, staff emphasised the complexity of coordinating and running holiday clubs and highlighted the resources required to plan and deliver their holiday provision programme: applying for funding applications, recruitment and training of both paid staff and volunteers, food sourcing and preparation. Moreover, participants highlighted challenges of the administrative work involved in the delivery:

‘We found it very challenging as I said the reasons earlier, trying to get the staff, trying to get the young people organised, trying to keep our same sort of activities going at the same time. What we did find this year with the process was the paperwork, too much which was unnecessary.’ (Nazir, paid staff, club 9)

An additional administrative issue experienced by participants is applying for funding as grants tend to be short term and intermittent:

‘We’ve got to apply for that every year and it’s very hard because we are a type of project that relies heavily on funding for various activities so it’s that ongoing battle to get that funding and keep it going to provide the service we provide because it is a very high quality service that provide for the parents.’ (Amy, paid staff, club 6)

Food preparation added a further challenge for some staff, particularly if the venue of the holiday club setting had limited facilities to prepare and serve hot meals. In order to provide hot food, two participants demonstrated the investment that was required in new kitchen equipment and resources for their holiday club:

‘We’re also in an unfortunate position where we don’t have kitchens which we have access to. Um everywhere where we do want to deliver [holiday project] from um, it’s a space like this. I mean we thought the kitchens that we would have access to, there would be one or two hobs or one or two cookers but the room isn’t fit for purpose so we take our induction hobs out everywhere.’ (Maria, paid staff, club 12)

Furthermore, participants reflected that they were required to undertake further training to handle food which took time and investment:

‘My staff, one, two, three, four of us are now trained in food hygiene and allergens and also food health and safety so it gave us an impetus to do this as a. Um, we’ve just registered with [local council] but we haven’t had an inspection yet so um it’s good in one respect. It’s created the extra work and we’ve just got to find a way of making that extra work, work more for us.’ (Nazir, paid staff, club 9)

In addition participants emphasised that food preparation and menu planning required time to source and prepare food for the meals.

‘We go to Asda or Aldi every week. Yeah we have like a prep day on a Tuesday so we buy what we need and we get it all chopped and everything so we know who’s going where, who’s got what.’ (Heidi, paid staff, club 12)

As previously illustrated, organisations relied on volunteers to help deliver holiday club provision. Nevertheless, participants cited the challenge of not only recruiting but also managing the volunteers, in particular, their roles, duties and commitment to the holiday club:

‘This is the first time we have really engaged with this many volunteers. Um we did look at job descriptions and things and have volunteer meetings but I think, moving forward, that something we need to challenge with ourselves um just making volunteers realise how important it is to actually turn up when they say they are going to, um and to realise that they need to be involved with the children.’ (Ruth, paid staff, club 10)

5.3.1.3. Perceived outcomes

Participants reflected on perceived outcomes of holiday club provision and this comprised of three subthemes: support for parents; enhanced community cohesion and positive experiences for staff. At all holiday clubs, paid staff and volunteers highlighted that their holiday club provided support for parents and reduced parental stress:

‘Having us here, they can relax, they can put their children here. I know most people have more than one child so if they put their 8 to 18 or when I say put, when they send their children to us, they know they can relax at home with their other children if they got little children or babies or younger ones or if they’ve got an older one, they can relax. Um if they’re working, they can work or can have some time for themselves as well. They know they are protected.’ (Nazir, paid staff, club 9)

Staff at parent-accompanied holiday clubs perceived these clubs to provide an opportunity for parents and children to spend quality time as a family by participating in activities and eating together. Equally, participants cited the importance of families socialising with other families and reducing the risk of isolation during the school holidays:

‘It’s just connecting with other families about the same issues, I think every family goes through the same issues during the summer holidays but every family thinks it’s just them. So it’s nice for them to get connected with others who are going through more or less the same thing.’ (Amy, paid staff, club 6)

Furthermore, participants recognise the opportunity to develop relationships with parents and families through holiday club provision and offer signposting and resources to parents:

‘One of the parents that came to our other hubs yesterday was um, she’s come along, she’s got no money and does find it difficult to feed her children, just by coming along with her

child, she signed up for a skills for life English class which is fantastic and very rare for someone to admit that they've got literacy needs.' (Maria, paid staff, club 12)

Staff highlighted the positive impact of the food provision and stated that this provision improved children's eating behaviour. Furthermore, one paid staff considered that the food provision helped reduce the risk of household insecurity:

'We have seen that there is a need for children to have lunch um we have noticed some very needy children that have needed more than one lunch and have also taken some food home.' (Heidi, paid staff, club 12)

Whilst staff highlighted the support the holiday clubs offered for parents and their families, they also acknowledged positive outcomes for the wider community. Staff perceived holiday clubs to help develop community cohesion by breaking down barriers and building relationships not only between community agencies and key stakeholders but also among local families:

'It's friendships. Most of them come here, they already know people, they know them through school but people in this place, boys and girls from other areas and different schools and what we've found, they are all encouraged to sit down, talk together, play together and that breaks down the barriers.' (Nazir, paid staff, club 9)

Whilst staff highlighted the perceived positive outcomes for parents, children and the wider community, they also reflected on the personal benefits of participating in the holiday club. A key outcome for staff was their enjoyment from participating in the holiday club, helping families in need and feeling needed by the community. A principal reason cited by both paid staff and volunteers to participate in their holiday club is rooted in their concern for the welfare of families in their community and their desire to provide support. One participant illustrated their motivation to participate and their commitment to the holiday club:

'It's seeing everybody happy and knowing that you're helping them and knowing people, yeah I would say depend on you, because they depend on having that activity for free...It makes you feel that you're needed as well, it's not just them you know, they need me to keep it going.' (Susan, paid staff, club 5)

From the interviews, nine participants expressed that their motivation to participate in their holiday club developed from either previous involvement in the organisation's work or encouraged to take part by the programme leader of the holiday club. Furthermore, for four parent volunteers, their motivation to participate stemmed from the opportunity of gaining work experience as well as developing a working relationship with the organisation. They envisaged that their participation would enhance their training and employment prospects:

'I'm down as a volunteer. I'm trying to get a job here cos if I get a job here I'll go and fetch the kids as well when they are off school. Cos I've got no one else to watch my kids.

I'm a single parent and when they're off school, it's just me so it would be ideal getting a job in here. ... She says that if I do the volunteer and that, they do the NVQs' (Rachel, volunteer, club 4)

Staff reflected on psychosocial outcomes from their participation and the training they received:

'I really do enjoy doing it and it does help me, it helps me like build confidence and such because I've done all these craft activities and it's good to say that it's something that I've done.' (Nicole, paid staff, club 1)

From the staff interviews, participants expressed the need for holiday club provision in the community as a result of a lack of affordable activities and childcare provision and in the absence of free school meal provision. Participants highlighted that limited household finances presented further challenges for families during the school holidays and increased the risk of families experiencing household food insecurity. Staff highlighted the complexity of delivering this type of provision and the time and resources required to provide a range of activities and food for families. Staff recognised that the development of relationships with community partners, key stakeholders and funders facilitated the delivery of holiday club provision. These connections and relationships facilitated the delivery and attendance at holiday clubs. Conversely, for those staff who did not or were unable to develop these relationships, attendance at their holiday club was more varied. Participants perceived a range of positive outcomes for parents and children, in particular financial and emotional support for parents, reducing isolation and improvements in children's eating behaviours and thus addressing some of the perceived needs of holiday club provision. It is evident that all holiday clubs from this sample rely on volunteers to help deliver this type of provision. Volunteers at holiday clubs comprised community members, parents and young people. Moreover, staff at three holiday clubs highlighted the need to engage and involve parents with delivering this provision and thus highlights how, in some cases, the role of provider and user is blurred. Staff cited an altruistic reason for participating in the holiday club and helping families in need as well as the motivation to develop new skills and improve their employment prospects. Consequently, staff positively viewed and enjoyed their participation in the holiday club.

5.3.2. Parents views of school holidays and holiday club provision

Parents reflected on the need for holiday provision, what holiday club provision offered their family and perceived outcomes from their participation in the provision. Furthermore, a significant theme that emerged from the interviews was parents' motivation for attendance relied upon either an existing relationship with holiday club staff or referral agencies, or familiarity with the club setting. The themes identified from parents' interviews are illustrated in Figure 5.2.

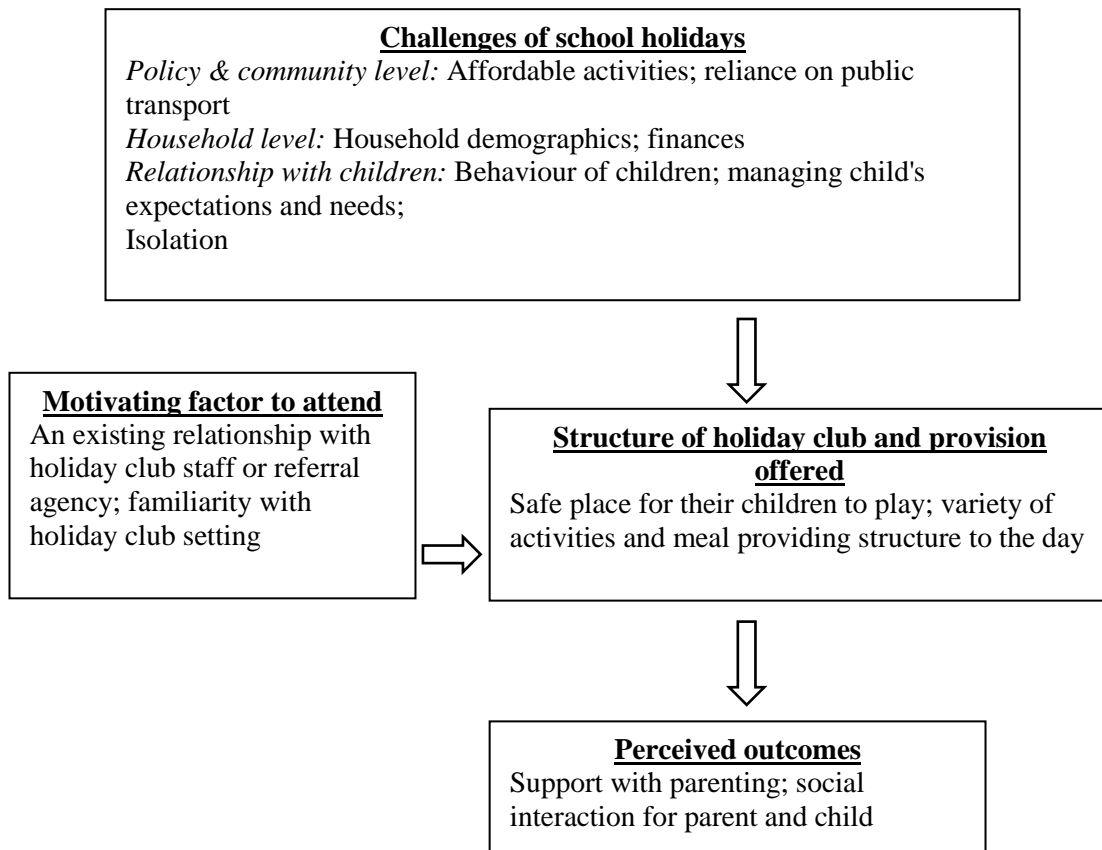


Figure 5.2. A model of themes of parents’ views on school holidays and holiday club provision

5.3.2.1. Challenges of school holidays

As with the theme that emerged from the staff views on the need for holiday club provision, this theme of the challenges of school holidays also comprised three sub-themes: policy and community level; household level; and individual level. At the policy and community level, parents identified a lack of affordable activities within their communities and participants frequently expressed the challenge of finding ‘*something to do*’ with their children during the school holidays. The lack of affordable activities and/or the challenge of entertaining children in their communities was highlighted by 23 of the parents and carers from the sample. The remaining participants who did not identify the challenge of finding ‘*something to do*’ were a grandparent and a working parent who highlighted the issue of affordable childcare provision. With the exception of one holiday club offering all day childcare provision, parents were interviewed at either a holiday club setting offering half-day child-only sessions or parent-accompanied sessions. Thus, the majority of holiday clubs did not provide all day childcare and therefore this type of provision was not widely used by working parents. For parents that did work, finding affordable childcare was a challenge, particularly for those parents who did not have the support from extended families:

‘Some people are lucky, their grandparents can look after the children all the time they are at work but they don’t think about grandparents that are older. They always think the grandparents can look after but if the grandparents are poorly or have issues of their own, they can’t look after the little ‘uns.’ (Amanda, club 15)

Most of the parents cited the challenge of accessing affordable activities or amenities within their neighbourhood and this has been exacerbated by the closure of facilities and services for children:

‘In this locality, I mean it’s a developing community but not much is sort of geared towards young people children maybe not even adults. I mean most youth clubs, they had one across road called the XX which is an adventure place but I’m pretty sure it’s going to be knocked down because before they had a fence around it but they’ve removed the wooden fence and put mesh but I’m getting the impression that it’s no longer in use and maybe soon it will be knocked down maybe houses or something so as much as the area is being developed, there’s nothing for children.’ (Christine, club 17)

Thus, parents relied on local facilities such as parks to entertain their children. However these types of activities are weather dependent and parents acknowledged that they lacked adequate facilities, such as public toilets, or play parks for children of all ages. As one mother expressed, entertaining children during the school holidays is challenging:

‘Trying to keep them entertained so it is hard cos everything costs money and you couldn’t afford to do something every day with them. So basically it’s things for free like you go to the park, do you know what I mean, or very cheap things that’s the way you gotta do it. You can’t go somewhere every day of the week, you just couldn’t do it.’ (Kirsty, club 4)

Although parents identified affordable activities available in their area, these were not located in their immediate neighbourhoods and many relied on public transport to access these venues. Furthermore, many participants identified that reliance on public transport is challenging and thus parents relied on activities within their community:

‘Well usually with five children, if you go out somewhere it’s very expensive and you can’t keep going out for days out. I don’t have transport myself. This is very local so it’s in walking distance. The holidays ... it’s weather dependent and if it’s been raining, I couldn’t take them to the park.’ (Julie, club 2)

Parents identified challenges of the school holidays at the household level including household finances and the demographics of households. Whilst parents expressed the desire to provide stimulating experiences for their children, 14 parents acknowledged the increased pressure on household budgets during the school holidays prevented them from participating in activities. One mother highlighted the challenge of entertaining children on a budget:

‘Try to keep it as cheap as possible, maybe we’ll go to the play centre once, will go round the parks, the older two can play out in the garden but not that much to be honest.’ (Joanne, club 1)

Moreover, one mother described the challenge of managing her household finances:

‘I’m on a capped budget plan, my budget is quite tight because I’m trying to address all the issues I have got on my debts.’ (Natasha, club 16)

The demographics of a household such as lone parent, the employment status of adults in the household, the number of dependent children and maternal health status are contributing factors for challenges during the school holidays. A few mothers with a disability or long term health issues expressed the challenge of parenting during the school holidays. One mother discussed how her physical disability limited her ability to use public transport and access provision and services:

‘I myself have got fibromyalgia and a few different issues and so I find it that actually finding the strength to access the service ... and also I can’t drive because I have epilepsy too so we are quite limited and also we can’t go too far on a bus because you know that’s quite tiring isn’t it.’ (Stephanie, club 16)

The third subtheme of the challenges of the school holidays, highlighted by parents, is the relationship with their child. Managing children’s behaviour was frequently mentioned by parents during the interviews. Moreover, coping with demands and expectations of children were cited by 16 participants. One mother expressed the challenge of meeting the demands of her children during the school holidays:

‘They want more attention and more things to do and you are constantly having to find something for them to do and keep them occupied.’ (Amanda, club 15)

Six parents and carers discussed the challenge of parenting children with behavioural issues and managing their child’s behaviour in the home environment:

‘He would hit very hard and he would be very difficult if we are at home. If it was raining we would have to stay in so of course he would get more....’ (Julie, club 2)

Furthermore, one mother discussed how dealing with stressful situations is not only difficult for her child with behavioural issues but for herself too:

‘The one with the autism he doesn’t like to going out, he doesn’t like new places he tends to get bullied by his peers because he has got speech and language difficulties so it is hard for him but it’s hard for me as well when I take him to somewhere that’s out of the norm.’ (Katie, club 17)

Eight participants from the interviews acknowledged that they had limited social contact during the school holidays as they would either stay at home or within their local neighbourhoods:

‘I only meet up with one parent and that’s it.’ (Amanda, club 15)

Thus, the school holidays can be isolating periods for both parents and their children.

5.3.2.2. Motivations for attending holiday club

Whilst parents highlighted the challenges of the school holidays and the need for additional support, parents demonstrated that a motivating factor for attending the holiday club was either that they knew a member of staff or were referred by a partner agency and/or were familiar with the holiday club setting. From the interviews, it was evident that 22 parents, out of the sample of 25, either knew the leader of the holiday club or had been referred by a trusted link such as a key worker or their child's primary school:

‘One of my outreach workers which I’ve had who used to come out and help me with the children, she gave me a call, and the nursery was giving information about it as well. So obviously through the nursery and outreach workers as well.’ (Julie, club 2)

Other parents, who were not previously known to the holiday club or referred by an organisation or agency, were motivated to attend by the familiarity and location of the holiday club setting. The location is particularly important for families who rely on public transport without the convenience of being able to walk to the holiday club setting. Furthermore, the setting tended to be within walking distance, such as their child's school, a local community or church hall, and parents had previously accessed other services or activities from these venues:

‘I bring [name of son] to the playgroup here on a Tuesday morning.’ (Samantha, club 15)

Additionally, the familiarity of the setting is particularly helpful for parents of children with behavioural issues:

‘[the] middle one, he has autism, he didn’t want to come today but he come the other times but he’s used to the school so it’s familiar so it helps.’ (Katie, club 17)

Two parents highlighted that their motivation to attend was due to encouragement from a friend and knowing that they would be participating in the holiday club too. Thus, all parents were encouraged to participate either from an established link with the organisation, or community partner, or from a recommendation from a friend or familiarity with the holiday club setting. These connections were a contributing factor in their attendance.

5.3.2.3. Structure of holiday club and provision offered

Parents identified that holiday clubs provided their families with structure during the school holidays and offered a variety of activities for children. Holiday provision appealed to parents as it offered a range of activities in a safe environment as well as an opportunity for children to try new things and meet friends:

‘They done gardening and that yesterday, she loved it. So they were doing things with lavender and making little pillows, lavender pillows and little sachets. So she was in her element, doing the sewing, she really enjoyed it. It’s nice having the different activities for her to do instead of being at home bored and hearing mummy, mummy can’t afford it, sorry we can’t go.’ (Jodie, club 14)

Additionally, parents highlighted the timings of the club over lunchtime helped to provide structure to their day:

‘So having something like this to look forward to has been really nice and something set in place, they’re going to get fed, they’re going to be with people that they know even people that they don’t know they get to meet friends so it’s just nice.’ (Natasha, club 16)

Whilst parents appreciate the provision of a free meal, three parents inferred a stigma associated with accepting a food provision, free of charge:

‘I know this one provides the dinner which is really good especially for families that can’t afford to buy food and that but luckily I’m not in that situation.’ (Amanda, club 15)

Nevertheless, parents acknowledged the help of a free meal, particularly with planning meals, and also reduced the pressure on them to provide an evening meal:

‘Obviously with them providing a hot meal here it’s made it a lot easier at home because in the evening you can do a quick snack.’ (Julie, club 2)

5.3.2.4. Perceived outcomes

This theme covers the parents’ perceived outcomes for attending holiday clubs. Parents identified outcomes at both a community and household level from participating in the holiday club provision but the main focus of their comments was on the outcomes for themselves and their children. All parents viewed holiday club provision positively and this provision was enjoyed by themselves and / or their child:

‘I really enjoyed, my kids enjoyed because every week there is different stuff for all the kids to do like from four year old up to 10 or 11 year old so it suits different ages and they enjoy it.’ (Karen, club 15)

The parents’ enjoyment stemmed from seeing their children happy playing and interacting with other children as well as feeling that they were supported by the holiday club. Parents viewed the holiday club as making life less difficult during the school holidays. The provision of activities for children was viewed as particularly helpful for parents as they did not have to entertain their children. At parent-accompanied holiday clubs, parents expressed their enjoyment at either

participating in activities with their child or watching their child enjoy and participate in a range of activities:

‘The first day that I came here I felt like a little child again doing all the activities that were out that day. So yeah it’s nice cos the kids just interact with other kids as well.’ (Julie, club 2)

Parents not only viewed positive changes in their child’s behaviour from participating in the holiday club’s activities but also acknowledged that social interaction helped all members of the family:

‘It’s brought my son out in being more self-confident and more socialising along with other children and with me it gets me out of the house and have adult conversations and meet other adults rather than being with children all the time.’ (Amanda, club 15)

Thus, the holiday club was perceived as a place where they could socialise with other adults and feel they could relax and have a break from parenting:

‘As soon as we are here it’s like I can relax, they can relax, they will have fun.’ (Julie, club 2)

As previously noted, stigma existed around the provision of free food nevertheless, parents acknowledged that the provision of a hot meal helped their home life as parents could provide a snack for tea. In addition to the financial and practical benefits of food provision, parents highlighted the improvements in eating behaviours of their child and the advantage of eating lunch as a family:

‘It’s good because at home I know we should but we don’t tend to sit together and eat.’ (Katie, club 17)

Furthermore, parents acknowledged support from staff helped improve their child’s eating behaviours:

‘It’s really nice as well because the last couple of times we’ve been the helpers that are there as well has encouraged the younger ones to eat as well. I normally have problems with them eating as well.’ (Julie, club 2)

The benefits of attending a holiday club lasted beyond the day of attending; parents acknowledged that if their family attended a club session during the week, there was less pressure for the parent to find activities to entertain their children on other days of the week. Thus, the provision not only provided support with parenting but on general household finances for that week:

‘It’s good to have this on a Wednesday and if you want a day just chilling out at home, that’s fine because you know you’ve got them out of the house at least.’ (Samantha, club 15)

Whilst parents recognised the positive impact of attendance at an individual level, through support with parenting, parents also acknowledged that holiday clubs helped to build community cohesion. Holiday clubs provide an opportunity for parents to socialise with other families from across their community and, therefore, the clubs are viewed by parents as a positive provision for everyone within their community:

‘I think it would help the community because there’s a lot of single parent families and a lot of families that are on low income even ones that are working are on quite a low income so things like this is really beneficial for the whole community really.’ (Natasha, club 15)

The perceived outcomes, highlighted by parents attending holiday clubs, address some of the challenges parents identified during the school holidays through the provision of affordable activities and a meal. Thus, parents identified that holiday provision supports a range of issues faced by families in the school holidays: helps to address the needs and expectations of their children; provides support with managing children’s behaviour; relieves social isolation; provides support at household level with finances; and provides a range of local, accessible activities within a safe environment. Whilst parents highlighted a range of challenges that they face during the school holidays, they cited that the motivating factor to attend a holiday club was through a connection or relationship with the holiday club provider, a community partner, or familiarity with the holiday club setting. Parents felt supported not only from the structure of activities and food provided by holiday club but also from the support offered by staff.

5.3.3. Children’s views on school holidays and holiday clubs

Children were invited to participate in focus groups at seven holiday clubs in London and North East England. In total, 38 children participated in the focus group discussions. The average age of children participating in the focus groups was 9 years old. Children reflected on how they spent their time during the school holidays, their views of the holiday clubs and perceived outcomes during the discussions. Whereas staff and parents identified challenges of school holidays and benefits of holiday club provision at community, household and individual levels, children’s views of the school holidays and the impact of holiday club provision focused on their own lives rather than their wider environment. Figure 5.3 illustrates the three themes that emerged from the discussions with children.

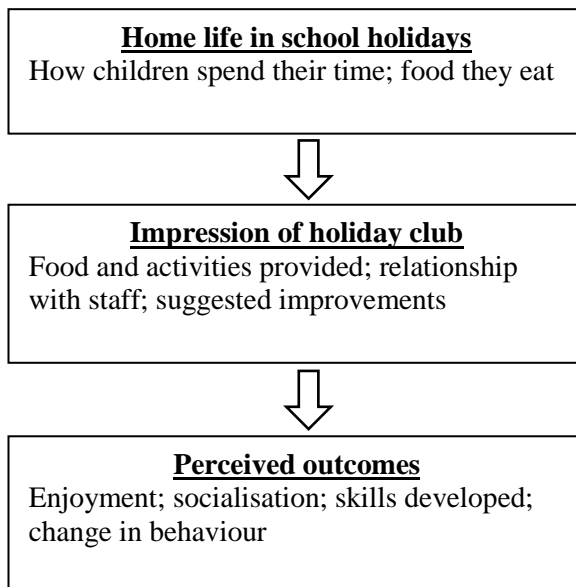


Figure 5.3. A model of themes of children’s views on school holidays and holiday club provision

5.3.3.1. Home life in school holidays

This theme comprises of children’s views and experiences of the school holidays. In particular, children discussed how they spend their time and the food they eat when they are not at the holiday club. This theme provides context for the two subsequent themes about the children’s experiences and perceived outcomes from attending the holiday clubs. During the focus groups, children discussed the type of activities they participated in during the school holidays. These activities tended to be at home although a few children mentioned going out and visiting family and friends:

‘I play on my iPad and play out.’ (Ella, club 11)

At home, the most popular activities that children are engaged in are playing on games consoles or watching movies:

‘Well during the school holidays when the group’s not on, we actually just stay in the house and we watch movies on Netflix and watch cartoons.’ (Erin, club 15)

During the focus groups, children were asked about who they spent time with when they were not attending the holiday club. Children talked about meeting up with extended family such as cousins and grandparents and some children visited friends too:

‘I go and play in the back garden sometimes and sometimes we get sweets and lollies and we go out, sometimes we see our Grandma.’ (Eleanor, club 15)

Nevertheless, some children mentioned that they spent their time only with their immediate family or between parents and thus there was little social interaction outside of home or opportunity to meet with friends:

‘Oh well I usually spend time with my mum but I sometimes see my dad.’ (Callum, club 9)

In addition to discussing how they spend their time during the school holidays, some children talked about the food they ate at home:

‘Like at home, well my mum cooks chicken, pasta and tuna and macaroni cheese.’ (Mia, Club 11)

Other children mentioned they ate a variety of meals either prepared at home or takeaways:

‘Normally pizza, McDonalds on Fridays, Mondays we have whatever we had on Sunday, Tuesdays we have macaroni cheese, wait no, on Tuesday we have jacket potato, on Wednesday we have patties.’ (Evie, club 11)

Furthermore some children mentioned that food at home was infrequent and they missed meals or ate snacks:

‘Um I miss out on breakfast sometimes so we usually get lunch and usually get sandwiches.’ (Lauren, club 9)

Despite gentle probing, some children did not contribute much to the discussion on food; whilst they were happy to talk about the foods they liked, they did not contribute to the discussion on the food they ate at home.

5.3.3.2. Impression of holiday club

This theme covers the children’s views of their experiences at the holiday club. Children positively viewed their time at the holiday club; they saw it as a fun place to be and enjoyed the variety of activities offered:

‘You get to do really fun stuff like dance, cooking and singing.’ (Mia, club 11)

Whilst the children discussed their enjoyment of the range of structured activities offered at the holiday clubs and the opportunity of off-site trips, children also enjoyed spending time and playing games with their friends. From discussions on meals offered at the holiday club children reflected on their enjoyment of the range of meals:

‘It’s yummy because I usually get stuff from precooked meals but when you get something that’s homemade and they’ve made it themselves, it tastes a whole lot better.’ (Lauren, club 9)

Whilst the discussion focused on the structure of the holiday club and type of activities and food offered, children at one of the child-only holiday clubs reflected on the relationship they had developed with the staff and how they valued this relationship:

‘They are kind of down to our level. They know how we feel about telling them and they like joking with us and that’s a good thing cos when you go to a youth club, you don’t want the staff to be just stern with you, you want them to, like, have jokes with you and that’s what’s good about here.’ (Bethany, club 9)

Furthermore, children at six holiday clubs demonstrated a feeling of ownership and belonging to the holiday club and made suggestions about how the club could be improved. Suggested improvements focused on increased availability of outdoor space for physical games as well as different structured activities although only one child suggested the addition of a games console. At one holiday club, one girl suggested modest improvement to the current provision:

‘We should like to do some more painting, skipping ropes when it’s sunny.’ (Emily, club 12)

In addition, some children demonstrated their aspirations, and viewed the club as a means to further enhance their skills. One girl discussed how improvements to the club could help her to further develop her skills:

‘If famous, well not just famous but if famous people come here and tell us what they do, that would be good. Like if we are dancing, we could use a dancer that has been dancing and they could teach us new dance moves.’ (Mia, club 11)

5.3.3.3. Perceived outcomes

Children discussed the benefits of attending the holiday club and the impact of participation. At five of the holiday clubs, children expressed their enjoyment from attending the holiday club. One girl discussed how she enjoyed spending time with parents but also spending time with friends during the school holidays:

‘It’s good to have some days out with your parents but it’s good to have days out with your mates.’ (Bethany, club 9)

Children enjoyed socialising with their peers and not only the opportunity to meet up with their friends during the school holidays but also to meet new friends too:

‘You get to meet new people and do things that are different’ (Lauren, club 9)

At all the focus groups, children expressed their enjoyment with the range of activities offered:

‘We’ve done fun things and played fun games and we’ve done other fun activities which have been really entertaining’ (Emma, club 1)

In addition, children discussed a change in their behaviour from their participation in the holiday club compared to when they are at home; the change may be from their participation in the holiday club’s activities, socialising with friends and spending time away from siblings or improved eating behaviours. Children viewed these changes as positive outcomes from their attendance at the holiday club.

Children discussed how they are more active at the club compared to home when they are spending time on a games console. One girl reflected on how she feels she has more energy when she is at the holiday club:

‘When I’m at home, I’m like lazy but when I’m here, I’m all like artsy, and I’m all like creative and full of energy.’ (Lily, club 12)

Furthermore, all children spoke positively about spending time with their friends and having time away from their family. One girl discussed how she valued the social interaction at the holiday club:

‘We get to be with friends and have a break from your little siblings and have time with my mates. Cos like at home we have to do what they want to do because if they don’t want to do something, they’ll have a strop so the best thing about being here is spending time with my mates and that and getting away from them.’ (Bethany, club 9)

All children enjoyed the food served at the club and one child acknowledged that the food served at the holiday club was more nutritious compared to food served at home:

‘At the club, [the food], it’s more healthy.’ (Harvey, club 14)

From the group discussions, children highlighted their experiences during the school holidays. Whilst some children visited extended family and friends and played outside of the home, their lives tended to be inactive and sedentary at home and they spent their time playing on tablets, games consoles or watching movies. Children mentioned that they ate a range of food at home and whilst children frequently mentioned eating takeaways and sweets and chocolates they also mentioned meals that were prepared at home. At one holiday club, two children mentioned the infrequency of meals available at home. In general, children did not widely discuss food they ate and preferred to discuss the types of food they enjoyed eating. All children enjoyed their time at the holiday club, and widely discussed the variety of activities on offer and spending time with friends as well as making new friends. In addition, some children acknowledged that their

behaviour improved through their attendance at the club – they were either more active, enjoyed positive relationships with friends or improved eating behaviours.

5.4. Discussion

This study examined the views and experiences of staff, parents and children of the school holidays and their participation in holiday club provision. Although the interviews with staff, parents and children were analysed separately, the discussion will examine comparisons and differences in their views and experiences. The interviews and group discussions with paid staff, volunteers, parents and children highlighted challenges and issues for families during the school holidays and the support required by parents with parenting, when schools are closed. Furthermore, these findings examined how holiday club provision and the role of staff can attenuate these issues experienced by parents and children.

Staff and parents highlighted a range of challenges experienced by families during the school holidays at a community, household and individual level, and their views encompassed similar categories. A key challenge identified by staff members and parents was the lack of affordable activities or being able to find '*something to do*' in their communities to entertain their children. This finding is consistent with a previous longitudinal qualitative study of 200 families living in four disadvantaged areas in England (Power, Serle, & Willmot, 2011). Power et al. (2011) demonstrated that communities lacked adequate facilities and activities for school aged children and parents cited the need for more provision for children and young people. Consequently, the lack of local provision attenuated the risk of families living sedentary and isolated lives (Power et al., 2011). Discussions from the focus groups with children highlighted that whilst some children visited extended families or friends, many children spent the school holidays with their parents, siblings or foster carers and spent time playing on games consoles or watching movies. These findings support previous evidence that fitness levels of primary-school-aged children decline over the summer holidays, indicating a reduction in the physical activity of children during this period (Domone, Mann, Wade, et al., 2016). Furthermore, previous work by Ridge (2002) demonstrates that a consequence of living in poverty is that children are confined to their neighbourhoods, which often lack adequate and affordable resources and opportunities to be able to participate in activities and socialise with their friends. In addition to the lack of affordable activities, staff at child-only holiday clubs and working parents highlighted the shortage of affordable childcare within their community. Whilst the Childcare Act 2006 required local authorities in England and Wales to ensure sufficient childcare is available for parents with children up to the age of 14 years, it is evident from a recent survey carried out by the Family Childcare Trust (2016) that there is a lack of affordable holiday clubs and shortage of childcare across the UK. An additional challenge, highlighted by parents at the community level, is their reliance on public transport to access local activities and the associated cost of using public transport. In a study on the location of subsidised

housing, Power (2012) claimed that the location of subsidised housing estates compounds social problems as low-income households are concentrated in cut-off communities. Furthermore mass car ownership has displaced viable public transport and as low-income households in poorer neighbourhoods have lower levels of car ownership than average, these households and communities are more isolated (Power, 2012).

Staff highlighted that the lack of FSM provision further increased the challenge for families during the school holidays and in particular increased the pressure on household finances and highlighted the risk of households experiencing food insecurity. Furthermore, staff and parents highlighted that the demographics of households further exacerbated the challenges experienced by parents during the school holidays, specifically feeding and entertaining a large number of dependent children. Whilst staff highlighted the absence of free school meal provision and the cost of feeding children as a challenge for parents during the school holidays, only a few parents discussed the implication of the lack of this provision. For some parents, there was a stigma around discussing feeding their children and whilst they highlighted the challenge of finding affordable activities, they spoke less about the cost of food. From the discussions with children, it is evident that their diets were varied during the school holidays; whilst some children were served home-cooked food, other children consumed takeaways and some children reported skipping meals. Little is known about the food and nutritional intake of children during the school holidays and further research is needed to ascertain if children's diets are meeting government recommended intakes.

At an individual level, parents cited the challenge of managing their children's behaviour and additionally staff members acknowledged that parents required additional support with parenting during the school holidays. Research undertaken by La Placa & Corlyon (2016) highlighted that stress caused by limited household finances can impact parents' mental health and has a negative effect on parenting as well as being detrimental to a child's outcomes. Furthermore, parents of low socioeconomic status experience more stress than their affluent peers and lower income mothers are at greater risk of depression (La Placa & Corlyon, 2016).

Parents and staff identified that holiday clubs provide semi-formal support with parenting through the provision of activities and food and an opportunity for children and parents to socialise and interact with their peers. Ghate and Hazel (2002) argue that this type of support enables parents to feel in control whilst being able to develop social networks. Furthermore, qualitative research on parenting undertaken by Sidebotham (2001) highlighted a greater need for formal or informal support structures particularly if support from the immediate family does not exist and there is less community support available. Whilst parents suggested a stigma with accessing free food provision, no parent felt a stigma was associated with their or their child's attendance at the holiday club. Parents viewed holiday clubs as a place where they could relax and receive a break from

home life. Parents enjoyed spending quality time with their children. Furthermore, for parents of children with behavioural issues, holiday clubs were viewed as a valuable support and resource. Nevertheless, there was a limitation of interviewing parents during the holiday club session. As parents were expected to constantly supervise their children at most of the holiday clubs, some interviews with parents were held in the main area where activities were taking place. Although every effort was taken to find a quiet and secluded area to reduce the risk of being overheard, some parents may have found it difficult to talk openly about the challenges of holidays or the provision offered at the holiday club. Moreover, an additional limitation was that only the voices of mothers and female carers were captured from the interviews in this study as fathers and male carers did not attend these holiday clubs. Thus, parents' views of the challenges of the school holidays, need for holiday provision and impact of attendance are from a female perspective and future research would need to investigate the views of fathers.

Discussions with children highlighted that they enjoyed the social interaction and the range of activities available at holiday clubs. Children recognised changes in their behaviour from their participation in holiday club provision, particularly through positive relationships with their peers and staff, being active and eating healthy food. These findings lend support to a recent study of the impact of school holiday provision indicating that children, attending holiday clubs, benefit from increased social interaction, skills development and reduced boredom during the school holidays (Graham et al., 2016).

Staff highlighted the complexity of delivering holiday club provision, specifically the time and resources required to plan, acquire funding and prepare and deliver the range of activities and food. Nevertheless, to facilitate the delivery of holiday club provision, many of the staff or volunteers developed connections and links with community partners, local businesses and key stakeholders. Thus, the skills and resources of staff and volunteers are essential to identify the needs of the community and effectively establish networks to facilitate and enhance the delivery of the holiday club provision. For staff members who either did not or were unable to forge these connections, attendance at their holiday club was more varied. Furthermore, parents demonstrated the importance of these established connections with community partners as a factor for attendance at the holiday club. Although parents highlighted a range of multi-level needs for holiday club provision, parents cited their motivation for attending was either through a trusted relationship such as holiday club staff, their child's school or a community partner, or they were familiar with the holiday club setting. In addition, as some parents relied on public transport, the accessibility of the venue was important.

It is evident that organisations rely on volunteers to help deliver their holiday provision. Volunteers consisted of community members, parents and young people. Paid staff and volunteers

cited that their motivation to attend in the holiday was driven by altruistic reasons of helping disadvantaged families in their community as well as the opportunity of furthering their employment prospects. These findings support previous research undertaken on individual and collective motivations for participating in voluntary work (Kelemen, Mangan, & Moffat, 2017; Steffen & Fothergill, 2009). Nevertheless, the reliance of volunteers including parents to help deliver the provision blurred the position of user and provider of holiday club provision. Whilst staff and volunteers identified a need to support parents through holiday club provision, they also identified a role for parents in delivering this provision.

5.5. Conclusion

The findings from this qualitative study examined the views and experiences of staff, parents and children during the school holidays and the impact of their attendance at holiday clubs. One of the key concepts that emerged from this study is that school holidays are challenging times for families and parents need additional support. This support can be provided through the provision of local holiday clubs that provide structure in the form of activities and food. A significant thread in the interviews with staff was their role as an effective communicator and their ability to develop relationships and networks within their communities. This was evident in the findings from interviews with parents who demonstrated that, regardless of the multilevel needs of families during school holidays, the motivating factor for parents to attend holiday clubs is through trusted relationship or connection with the holiday club. These connections and links are developed by staff at the club through partnerships with community agencies, schools and key stakeholders. Holiday clubs offer local support, activities and food to families in need of support and provide positive outcomes for parents, children, paid staff and volunteers.

CHAPTER 6: An investigation of the food and drink intake of children attending holiday clubs in London

6.1. Introduction

This chapter represents the concluding quantitative phase (Phase III) of the sequential mixed methods research design and explores the food intake of children attending holiday clubs in London to examine objective (v) of this thesis.

A primary aim of holiday provision is to alleviate the risk of holiday hunger and fill the gap of FSM provision by providing free food to children during the school holidays (Forsey, 2017). Findings from the initial quantitative phase, (Chapter 3), and subsequent qualitative phase (Chapters 4 and 5), identified that the provision of food is a significant need for families and children during the school holidays. These findings are supported by a recent study examining the food security of families attending holiday clubs. Findings from a pilot study undertaken by Long et al. (2018) indicate that two fifths of children (N=16) attending holiday clubs in the UK are from food insecure households. Long et al. (2018) surveyed parents of children attending holiday clubs and used an adapted version of the US Household Food Security Measurement to identify households at risk of food insecurity. The authors' study identified that 24% of children (N=9) attending holiday clubs are not only from food insecure households but experience frequent episodes of hunger. Whilst there are studies exploring food intake of children during school term time (Evans, Hutchinson, Christian, et al., 2018; Toumpakari, Haase, & Johnson, 2016) and the impact of school based food interventions (Hughes, Edwards, Clarke, et al., 2012; Moore, Murphy, Chaplin, et al., 2013; Ransley, Greenwood, Cade, et al., 2007), there is a paucity of research examining the nutritional intake of children from low-income families and impact of community-based food interventions during the school holidays. Thus, there is a need to identify if attendance at holiday clubs improves children's diets and alleviates the risk of holiday hunger.

As previously discussed in the literature review, nutrition is important for the long term health and development of children. It is recognised that an energy dense diet together with physical inactivity can lead to obesity, type 2 diabetes, cardiovascular disease, some cancers and osteoporosis (World Health Organization, 2003). Furthermore, frequent consumption of sugar dense food and drinks contributes to dental decay (World Health Organization, 2003). The Eatwell Guide, developed by Public Health England, provides guidelines on the proportion of food types required to achieve a healthy balanced diet (Public Health England, 2016). A balanced diet should comprise of plenty of fruit, vegetables and starchy food, some dairy and protein rich foods, while limiting the amounts of food high in saturated fat and salt, and food and drink high in added sugars (Public Health England, 2016; SACN, 2012). In addition, the Eatwell Guide advises that a healthy diet constitutes of at least five portions of fruit and vegetables every day (Public Health England,

2016). A recent report published by the British Medical Association illustrates that many children and parents are aware of what constitutes a healthy diet (Kell & Roycroft, 2015). Nevertheless, data from the National Diet and Nutrition Survey (NDNS) demonstrates that the majority of children fail to meet nutritional guidelines: mean saturated fat, non-milk extrinsic sugars and salt intake exceed government recommended intake levels and fruit and vegetable intake fails to reach the Eatwell Guide's recommended five portions per day (Bates, Lennox, Prentice, et al., 2014). Moreover, previous research demonstrates the challenge for low income households to access healthy diets as healthy food items are consistently more expensive than less healthy food items (Jones, Conklin, Suhrcke, et al., 2014). Food prices are considered an important determinant of food choice and the current literature review (Chapter 1) demonstrated that food prices are of great importance for low-income households. Previous research examining the cost of diets in relation to dietary recommendations in the UK, established that the higher cost of a more nutritious diet could act as barrier to achieve a healthy diet and therefore impact the ability to adopt a diet in line with the Eatwell Guide (Jones, Tong, & Monsivais, 2018; Scott, Sutherland, & Taylor, 2018). Given this finding, it is unsurprising that children from low-income families fail to meet nutritional guidelines and tend to overconsume unhealthy food items but under consume healthy food items (Drewnowski & Specter, 2004; Leung, Tester, Rimm, et al., 2017). Whilst parents have the knowledge of what constitutes a healthy diet, they lack the purchasing power to achieve this (Scott et al., 2018). Thus, despite the government guidelines and emphasis on achieving a healthy diet, the cost of accessing and eating a healthy diet is a challenge for low-income households (Jones, Tong, & Monsivais, 2018; Scott, Sutherland, & Taylor, 2018).

In an attempt to counteract children's poor diet during term time the government supports a number of school based policies and interventions, these include FSM provision, breakfast clubs as well as the School Fruit and Vegetable Scheme (SFVS) for four to six year olds. Furthermore, to ensure all food served in state maintained schools is nutritious and promotes good eating behaviours, the portions and quality of food are governed by statutory school standards, referred to as School Food Standards (Department for Education, 2016). Previous research has examined the efficacy of these school based food schemes and School Food Standards and established positive nutritional outcomes for children participating in these food programmes. It is evident from research undertaken on SFVS in primary schools in England that whilst children from deprived areas consume less fruit than their more affluent peers (Hughes et al., 2012), all children consume more fruit and vegetables when participating in the scheme (Hughes et al., 2012; Ransley et al., 2007). In addition, findings from a cluster randomized controlled trial of children participating in school breakfast club schemes in Wales demonstrate an improvement in the nutritional intake of children at breakfast time (Moore, Murphy, Chaplin, et al., 2013; Murphy et al., 2010). Moreover, improvements in the food intake of children participating in a breakfast club occurred not only at breakfast but throughout the course of the day and the authors suggest that the intervention may

have longer term impact on dietary behaviour (Murphy et al., 2010). From their study of school breakfast club provision in Wales, Moore et al. (2013) established that children attending breakfast clubs consume a greater number of healthy items compared to the control schools. Furthermore, this was most apparent in children in more deprived areas (Moore et al., 2013). Nevertheless, previous research on breakfast club provision demonstrated that school breakfast can contribute to unhealthy eating behaviours by increasing snacking and ‘double breakfasting’ among children and thus, increasing their intake of fat and calories (Belderson, Harvey, Kimbell, et al., 2003; Harvey-Golding, Donkin, Blackledge, et al., 2015). A recent cross-sectional survey of primary school children (N=2709) in England examined the food intake of children taking a packed lunch to school compared to children eating school lunch (Evans et al., 2016). Evans et al (2016) identified that children eating school lunches consume fewer snacks and sweetened drinks as well as a greater variety of fruit and vegetables over the whole school day than children taking packed lunch to school. Nevertheless, whilst these findings suggest that school based food policies and interventions can change the short-term eating behaviours of children at school, a study conducted by Evans et al. (2018) illustrated inadequacies in the diets of children living in London. The authors examined the food intake of children (N=2,392), aged 7 to 10 years, in East London and, in the absence of a universally agreed definition of a low-quality diet, established that between 4% and 20% of children did not meet the recommended levels of micronutrients (Evans et al., 2018). Evans et al. (2018) undertook the research during term time when children, eligible for FSM, could access a free school meal, and potentially breakfast club provision, and despite access to these school-based food interventions, the findings still demonstrated inadequacies in the children’s diets.

Little is known about the dietary intake of children living in deprived areas during the school holidays. Macdiarmid, Loe, Craig, et al. (2009) undertook a study in Scotland to examine the eating behaviours of children during term time versus school holidays and established no difference in the median daily intake of energy, total fat, saturated fatty acids and non-milk extrinsic sugars between school term time and school holidays across all socioeconomic groups. Furthermore, the daily intake did not differ between weekdays and weekends. Whilst the study conducted by Macdiarmid et al. (2009) investigated the frequency of snack and meals consumed during the school holidays and school term time, it did not consider the types of food consumed. Thus, there is a paucity of research that examines children’s and young people’s actual food intake during the school holidays.

To help support the nutritional needs of children during the school holidays, holiday clubs endeavour to serve nutritious meals (see Mayor’s Fund for London, 2016; McConnon, Morgan, Godwin, et al., 2017; Wolhuter, 2016). Whilst the quality and quantity of food served in schools are governed by statutory guidelines in the form of School Food Standards (Dimpleby & Vincent,

2013), there are no equivalent guidelines for holiday clubs serving food to children. Findings from the studies presented within this thesis (Chapters 4 and 5) indicate a large variation in terms of the food served across organisations. This was governed, in part, by the supply chain. For example the food served at holiday clubs is purchased or donated from a range of organisations: local supermarkets and food stores; food bank stock; food redistribution organisations e.g. Fareshare; catering organisations e.g. Brakes; and donations from food manufacturers e.g. Warburtons. Furthermore, staff cited issues with delivering food provision and highlighted the challenges of securing funding for food provision as well as accessing adequate kitchen facilities and resources to prepare and serve the meals. This poses the question of whether holiday clubs, operated by third sector organisations, have access to a supply of healthy food, adequate kitchen facilities as well as skilled staff to provide healthy meals that support the nutritional needs of children during the school holidays.

Development of Kitchen Social holiday programme

Kitchen Social is a programme of holiday provision established by the Mayor's Fund for London. Kitchen Social was initially piloted in 2016 following the publication of Sustain's report on food poverty in London which highlighted a need for holiday club provision to provide continued support, during the school holidays, to the 230,000 children in London eligible for FSM provision (Sustain, 2015). Kitchen Social provides funding and resources to community organisations to enable them to provide meals, free at the point of delivery, to children living in deprived areas of London during the school holidays (Mayor's Fund for London, n.d.). Community organisations have access to training, resources such as recipes, and funding to provide at least 20 days of free food provision during the school holidays. A range of organisations participate in the Kitchen Social programme including housing associations, youth clubs, extended school clubs and adult learning centres. Consequently these holiday clubs operate across a range of settings and deliver a variety of activities. Nevertheless all holiday clubs, participating in Kitchen Social, are required to provide at least 20 days of free food provision to children over the course of a year (Mayor's Fund for London, n.d.). Findings from the Kitchen Social pilot established a need for holiday provision in the Capital (Mayor's Fund for London, 2016). Whilst the initial aim of the pilot was to address food insecurities among low-income families by providing free food, the report acknowledged that holiday provision provided wider social and community benefits such as opportunities for children to socialise with their peers and an opportunity for community organisations to develop and enhance relationships with families and the wider community. Following the pilot scheme in 2016, the Mayor's Fund for London extended the Kitchen Social programme of holiday provision to support 34 community clubs across 16 boroughs in London in 2017, with the aim to extend the programme of provision to identify and help 330 community organisations to deliver school holiday provision by 2020.

Child poverty in London

The pattern of deprivation is dispersed across London with the most deprived areas situated within inner London boroughs of Hackney, Islington, Westminster, Haringey and Tower Hamlets (Leeser, 2016). Whilst the proportion of London's population living in poverty, after housing costs, fell between 2011 and 2017, from 29% to 27%, it is still greater than the average in England of 21%, and a contributing factor of the high poverty level is the cost of housing in London (Trust for London, 2018). Child poverty in London is particularly acute. A recent report published by the End Child Poverty Coalition, a group of UK children's charities, social justice groups and faith groups, illustrated that five local authorities in London are ranked in the top ten local authorities with highest levels of child poverty across the UK (Valadez-Martinez & Hirsch, 2017).

Furthermore, over a third of children in London live in relative low-income households after housing costs, which is equivalent to 700,000 children (DWP, 2017). A study conducted by Greater London Authority (GLA) and Ipsos MORI in 2013 entitled 'Child Hunger in London' examined the food security of households in London. The Child Hunger in London study consisted of a representative face-to-face survey of 522 families, exploring the eating behaviours of families over the previous year, and the findings demonstrated that food poverty has become a major concern for low-income households across London (Greater London Authority & Ipsos MORI, 2013). Furthermore, the findings illustrated that, during the previous year, over a fifth (N=110) of parents reported skipping meals to ensure their children were fed and whilst it was evident that parents tried to protect their children from experiencing food insecurity, 9% of children sometimes or often went to bed hungry (Greater London Authority & Ipsos MORI, 2013). In addition, during term time 10% of children (N=52) highlighted that the school lunch was their main meal of the day (Greater London Authority & Ipsos MORI, 2013). Furthermore, a recent study conducted by Evans, Hutchinson, Christian, et al. (2018) highlighted inadequacies in the diets of children living in London during school term time. Thus, further research is required to identify the food intake of children during the school holidays when they do not have access to school-based food provision.

6.2. Study Aims

The objective of this study is to investigate food and drink intake of children living in economically deprived communities during the school holidays and to examine if community organisations, providing holiday provision, are able to support the nutritional needs of children during the school holidays. The study addresses objective (v) of this thesis to investigate whether holiday club attendance improves children's dietary intake during the school summer holidays. Specifically, this study will examine holiday clubs in London to draw some preliminary conclusions about food served by holiday club providers, whose responsibilities are not statutory, and the food intake of children, attending holiday provision, over a 24-hour period i.e. all meals, for one day of the school holidays. Thus, the aim of this study is to explore potential differences in terms of children's nutritional intake on a day attending a holiday club compared to a non-attending day.

6.3. Method

6.3.1. Participants

The study design adopted a non-probability sampling strategy. Ethical approval was gained from the Faculty of Health and Life Sciences, Northumbria University, Newcastle upon Tyne, UK.

All community organisations (holiday clubs) participating in the Kitchen Social programme of holiday provision (N=34) were invited to take part in the study: ten holiday clubs expressed an interest and, out of those, four holiday clubs agreed to participate in the study. Children, aged between 7 and 14 years of age, were recruited from the four holiday clubs. The four holiday clubs participating in this study were located in four London boroughs and operate from a variety of settings: community building, hostel, youth club and school. Table 6.1 provides descriptive data on the clubs participating in the study. The table includes data on child poverty levels at the electoral ward level which are calculated using HM Revenue and Customs data and the Labour Force Survey (available at endchildpoverty.org.uk) and childhood deprivation decile using the Income Deprivation Affecting Children Index (IDACI). The holiday clubs are located in areas with child poverty estimates between 32.8% and 45.1% (after housing costs) and higher than the UK average of 30.3% of children living in poverty between 2016 and 2017 (Baranard et al., 2017). The IDACI is a subset of the Index of Multiple Deprivation and is calculated at the Lower Super Output Area (LSOA) level. Every LSOA in England is ranked from decile 1 (10% most deprived area) to 10 (10% least deprived area). Three holiday clubs (Club 1, Club 3 and Club 4) are located in deciles 1 and 2, representing 20% most deprived IDACI areas in England. Club 2 is located in IDACI decile 4, and in an area of lowest level of child poverty compared to the other holiday clubs in the sample. Nevertheless, Club 2 operates from a hostel which provides temporary accommodation for families who are homeless and offers holiday provision to families who are resident at the hostel only.

The holiday clubs were operational at different times during the summer holidays and offered varying lengths of provision: Club 2 offered holiday provision for two hours, one day a week for a four week period, whereas Club 1 delivered holiday provision from Monday to Thursday for seven hours a day, over a four week period. With the exception of Club 2 that provided provision only for the residents of the hostel, the other three holiday clubs offered their provision on a universal basis and the provision was available to all children within their community. There is variation in attendance rates between the holiday clubs and Table 6.1 illustrates the average number of children and the age of the children attending these four holiday clubs. Moreover, the holiday clubs offered a range of different activities during their sessions including craft, physical activities and offsite visits. All holiday clubs relied on volunteers to help deliver the activities as well as to help prepare and serve the cooked lunches.

Table 6.1. Details and demographic information on location of holiday clubs

Club	Setting	Days and times of operation	Attendees	Activities offered	% of children in poverty 2017 (after housing costs) at electoral ward level	IDACI Decile
1	Community building	Monday - Thursday: 9.30am - 4.30pm, for 4 weeks	60 children, 8-14 years old	Activity sessions organised by partner agencies - large range of activities for children to choose e.g. dance, cookery, music, entrepreneurial workshop and sports.	45.06	1
2	Hostel	Wednesday: 11am - 2pm, for 4 weeks	6 children, 6-12 years old	Craft activities.	32.76	4
3	Youth club	Monday - Friday: 11am - 4pm throughout the school holidays, but free lunch provision available only on 10 days	14 children, 8-11 years old	A range of activities offered for children to choose e.g. craft, games consoles, football, table tennis and offsite visits	37.73	1
4	School	Monday - Friday: 11am - 1pm, for 2 weeks	40 children, 5-11 years old	Different activity offered each morning e.g. physical, craft or cooking.	35.76	2

Children aged seven years and over from the four holiday clubs were invited to participate in this current study. This age group was chosen because it is considered that children of this age have the cognitive ability to recall food and drink intake from the past 24-hour period (Livingstone & Robson, 2000; Livingstone et al., 2004). All parents of children attending the holiday club were provided with information sheets about the study and their children were invited to participate in the research. Informed consent was obtained from parents of participating children and verbal assent was sought from the participating child prior to commencement of the study (see Appendices Rii and Riii). Children completed the 24-hour recall food diary on the two separate days: a day attending the holiday club and a non-attending day. On the day of testing, prior to data collection, children were provided with the opportunity to ask questions and seek clarification to ensure they understood what the research involved. Eighty-two children (26 boys and 56 girls) aged between 7 and 14 years were recruited from the four holiday clubs. Data were collected in July and August 2017. Forty children did not complete a food diary on both a day attending a holiday club and a non-attending day and their data were excluded from further analysis. The remaining 42 children (13 boys, 29 girls) completed a food diary at both time points. The children were 7 to 12 years of age and the mean age was 9.6 years ($SD = 1.7$). Demographic details of the child's gender, age and ethnicity were collected via a self-report questionnaire at the beginning of the food diary. Table 6.2 illustrates the demographic information of the child participants.

Table 6.2. Demographic information of the child participants

Demographic	Characteristic	<u>All clubs</u>		<u>Club 1</u>		<u>Club 2</u>		<u>Club 3</u>		<u>Club 4</u>	
		N	%	N	%	N	%	N	%	N	%
Gender	Boy	13	31.0	8	36.4	0	0.0	5	62.5	0	0.0
	Girl	29	69.0	14	63.6	5	100.0	3	37.5	7	100.0
Age group	7 & 8 years	14	33.3	2	9.1	3	60.0	3	37.5	6	85.8
	9 & 10 years	13	30.9	8	36.4	1	20.0	3	37.5	1	14.3
	11 & 12 years	15	35.7	12	54.5	1	20.0	2	25.0	0	0.0
Ethnicity	Black British	24	57.1	22	100.0	0	0.0	1	12.5	1	16.3
	British Asian	3	7.1	0	0.0	0	0.0	0	0.0	3	42.9
	White British	15	35.7	0	0.0	5	100.0	7	87.5	3	42.9

6.3.2. Food diaries

A retrospective food diary was completed by children detailing food and drink consumption on a day attending the holiday club and a non-attending day. The dietary measure used for this study was based on the 24-hour recall food diary, Day in the Life Questionnaire (DILQ), which was initially developed by Edmunds and Ziebland (2002) and further modified by Moore, Tapper, Murphy et al. (2007). An adapted version of the Moore et al (2007) DILQ was used for this study and modified for use in a holiday club setting, as opposed to a breakfast club. Further details of this food diary measure is included in the Methodology Chapter, Section 2.2.1.2. An example of the adapted food diary questionnaire used in the current study can be found in Appendix S.

6.3.3. Procedure

Each participating child completed a 24-hour recall food diary, DILQ, at the holiday club on two separate days. The day of testing was determined by the holiday provision offered by each club. On arrival at the holiday club, children completed a paper version of the adapted DILQ, this was either during a free play session, whilst waiting for all children to arrive, or as part of a structured activity once all the children had arrived at the holiday club. The children were provided with verbal instructions for completing the food diary, in addition to the written instructions at the beginning of the food diary booklet. The majority of children completed the food diaries independently although they were encouraged to ask for assistance from the holiday club staff or the researcher if required. The support provided by the researcher and holiday club staff was either help with spelling words or discussing with the child what they did the previous day to aid memory recall. The food diaries took between 10 and 15 minutes for the children to complete. All food diaries were collected by the researcher at the holiday club setting.

6.3.4. Observational notes

Observational notes were recorded at the holiday club setting in particular, the type of food offered and served, and kitchen resources and facilities available at the setting. The notes were used to address the research question and to help explain and interpret the results. In addition, photographs of meals were taken at the holiday clubs as a visual record of examples of the types of food and portion sizes served to children. This study collected data, using DILQ, to examine what children reported to eat and using observational notes, this could be compared to the types of food served at holiday clubs. Observational notes were used instead of collecting information on planned menus for the holiday clubs as findings from qualitative studies (Chapter 4 and Chapter 5) illustrated the challenges, experienced by some holiday clubs, with sourcing food items and the reliance on donations from foodbank stock or food redistribution organisations for example, Fareshare.

6.3.5. Coding of data

Data from the food diaries were coded to create four categories to examine the healthiness of children's diets: fruit and vegetable intake; snack food intake; high fat food intake; and high energy

drink intake. The DILQ is shown to be reliable for assessing the consumption of fruit and vegetables and snacks amongst children (Edmunds & Ziebland, 2002; Moore, Tapper, Murphy, et al., 2007). The children's intake of fruit and vegetables was assessed and coded using the scoring system as established by Edmunds and Ziebland (2002) and Moore et al. (2007). Composite foods (e.g. pizza or spaghetti bolognese) were excluded from the fruit and vegetable category as it was not possible to assess the portion of vegetables in these meals (Moore et al., 2007). In addition, fruit juice was excluded from the fruit and vegetable category as children are often unable to assess whether their drink consists of 100% fruit juice or cordial (Edmunds & Ziebland, 2002). Furthermore, as per the Eatwell Guide, potatoes were not recorded within the fruit and vegetable category. Besides the fruit and vegetable and snack categories, data recorded on the DILQ were used to create categories for high fat food and high energy drinks. These categories replicate the food categories used in a study examining the food intake of 9 to 10 year olds in England which used an adapted version of the same DILQ questionnaire (Kipping, Jago, & Lawlor, 2010). The food types in these categories are illustrated in Table 6.3. Food diary responses were entered into Microsoft Excel and the responses coded into four food categories as described in Table 6.3. Each food and drink item recorded were scored as '1' in the appropriate food category, ignoring portion size, as per the scoring system used by Moore, Tapper, Murphy, et al. (2007). All other food items were scored as '0'. A second coder from Northumbria University's Healthy Living Lab independently coded food and drink items recorded on the DILQ. Cohen's kappa statistic was used to determine if there was initial agreement between first and second coders. There was good⁷ agreement between the two coders, $\kappa = .679$, $p < .001$. Any differences between the initial coder and second coder were agreed by discussion.

⁷ Based on Altman (1991) Cohen's kappa classification for assessing strength of agreement.

Table 6.3. Food intake categories

Category	Food or drink items included
Fruit and vegetables	Fruit and vegetables: fresh, tinned, dried, multiples of smaller fruit, salads and beans. Composite foods were excluded (e.g. pizza or cottage pie)
Snack food items (consumed as part of meal or on their own)	Cake, muffins, pastries, jam sandwiches, toasties, biscuits, cereal bars, chocolate, chocolate bars, sweets, confectionary, ice confectionary, puddings, sweet pies or pastry, dairy desserts, custard, malt loaf, jelly, potato crisps, corn chips, manufactured savoury snacks, dry or savoury biscuits, nuts, popcorn, and crackers (when not part of a meal).
High fat foods	Chips, fries, potato wedges, potato waffle, sausage, burger, chicken / fish and turkey coated food (e.g. nuggets, fish fingers and chicken dippers), McDonalds, meat pastries and pies, kebabs, pizza, garlic bread, bacon, fish cakes, scotch eggs, sausage roll, hotdog, dumplings, pot noodle, pancake and waffle.
High energy drinks	Fruit juice, fruit juice drink, cordial, flavoured mineral water, carbonated and still soft drinks, smoothies, chocolate drinks, yoghurt drinks, milkshake and smoothies.

6.3.6. Statistical methods

The McNemar test was used to determine the difference in the percentage of children's intake of fruit and vegetables, snacks, high fat food and high energy drinks on a holiday club day compared to a non-attending day.

The Wilcoxon signed-rank test was used to investigate any potential differences between food and drink intake on a holiday club day compared to a non-attending day. This nonparametric test was used as the resulting data violated normality, an assumption of two-way mixed factorial ANOVA.

All analyses were conducted using SPSS Version 22.

6.4. Results

The results section will begin with exploring differences in the proportion of children's food and drink intake on a holiday club day compared to a non-club day followed by the findings of the effect of holiday club attendance and holiday club on children's food and drink intake. The

observational notes on food and drink provided at the holiday club are presented at the end of this section.

6.4.1. Comparative food and drink intake of children on a club day and non-club day

Table 6.4 illustrates the proportion of children consuming fruit and vegetables, snack food items, high fat food items and high energy drinks on a club day and non-club day. The table illustrates the frequency of the consumption of healthy and unhealthy food and drink items. On a non-club day, a sixth of children (N=7) ate two or more fruit or vegetables, over a third (N= 5) ate two or more snack food items, over a quarter (N=11) ate two or more high fat foods and over half (N=23) consumed two or more high energy drinks. On a club day, over a quarter of children (N=11) ate two or more fruit or vegetables, over a quarter (N=12) ate two or more snack food items, over two-fifths (N=19) ate two or more high fat foods and a third (N=14) consumed two or more high energy drinks. A 2 x 2 McNemar test was performed to examine the relation between food and drink intake on a club day and non-attending club day. The relation between high energy drink intake on a club day and a non-club day was significant, $p = .021$. Children are less likely to consume two or more high energy drinks on a club day (N=14) compared on a non-attending day (N=23). No other comparisons were significant.

Table 6.4. Comparative food and drink intake of children on a club day and non-club day

	% of children consuming	
	non-club day	club day
<i>N=42</i>		
<i>Fruit and vegetable intake</i>		
0	52.4	52.4
1	31.0	21.4
≥ 2	16.7	26.2
<i>Snack food item intake</i>		
0	33.3	33.3
1	31.0	38.1
≥ 2	35.5	28.6
<i>High fat food intake</i>		
0	31.0	26.2
1	33.3	28.6
≥ 2	25.7	45.3
<i>High energy drink intake</i>		
0	19.0	35.7
1	26.2	31.0
≥ 2	54.8	33.4

6.4.2. The effect of holiday club attendance on children's food and drink intake

Table 6.5 illustrates the median and range of food and drink intake on a non-club day versus a club day for all clubs. Additionally, Table 6.6 presents results from the Wilcoxon signed-rank test to compare food and drink intake on a non-club day compared to a club day for children attending the holiday clubs. The results of the two-tailed Wilcoxon signed-rank test are reported at the alpha level of $p < .05$. However, marginally-significant values are included to demonstrate any trends in the data.

Regarding fruit and vegetable intake, the results demonstrate that at Club 2 fruit and vegetable intake was significantly higher on a club day (Mdn = 3) than on a non-club day (Mdn = 0), $Z = -2.36$, $p < .05$. No other comparisons for fruit and vegetable intake were significant. However at Club 1, fruit and vegetable intake was marginally-significantly lower on a club day (Mdn = 0), than a non-club day (Mdn = 0), $Z = 1.889$, $p = .059$.

In looking at snack food intake, at Club 2 snack food intake was significantly higher on a club day (Mdn = 1) than on a non-club day (Mdn = 0), $Z = -2.000$, $p < .05$. No other comparisons for snack food intake were significant.

Regarding high fat food intake, no marginally significant comparisons were significant. However, at Club 4 high fat food intake was marginally-significantly higher on a club day (Mdn = 2), than a non-club day (Mdn = 1), $Z = -1.897$, $p = .058$.

Finally concerning high energy drink intake, across all clubs high energy drink intake was significantly lower on a club day (Mdn = 1) than on a non-club day (Mdn = 2), $Z = 2.958$, $p < .005$. In looking at club level, no other comparisons for high energy drink intake were significant. Nevertheless, for children at Club 1 high energy drink intake was marginally-significantly lower on a club day (Mdn = 1), than a non-club day (Mdn = 2), $Z = 1.941$, $p = .052$. For children at Club 2, high energy drink intake was marginally-significantly lower on a club day (Mdn = 1), than a non-club day (Mdn = 2), $Z = 1.890$, $p = .059$.

Table 6.5. Median and range of food and drink intake on a non-club day versus a club day

	<u>All Clubs</u>		<u>Club 1</u>		<u>Club 2</u>		<u>Club 3</u>		<u>Club 4</u>	
	non-club day	club day	non-club day	club day	non-club day	club day	non-club day	club day	non-club day	club day
	Mdn (R)	Mdn (R)	Mdn (R)	Mdn (R)	Mdn (R)	Mdn (R)	Mdn (R)	Mdn (R)	Mdn (R)	Mdn (R)
<i>Fruit and vegetable intake</i>	0 (0 - 5)	0 (0 - 3)	0 (0 - 3)	0 (0 - 3)	0 (0 - 0)	3 (0 - 3)	1 (0 - 4)	1 (0 - 2)	1 (0 - 5)	1 (0 - 3)
<i>Snack food intake</i>	1 (0 - 6)	1 (0 - 3)	1 (0 - 6)	0.5 (0 - 3)	0 (0 - 1)	1 (1 - 1)	1 (1 - 3)	1 (0 - 2)	1 (1 - 3)	2 (0 - 3)
<i>High fat food intake</i>	1 (0 - 3)	1 (0 - 3)	1 (0 - 3)	1 (0 - 3)	3 (0 - 3)	3 (2 - 3)	1 (0 - 3)	1 (0 - 2)	1 (0 - 2)	2 (1 - 3)
<i>High energy drink intake</i>	2 (0 - 5)	1 (0 - 4)	2 (0 - 5)	1 (0 - 4)	2 (0 - 5)	1 (0 - 3)	2 (1 - 4)	2 (1 - 4)	1 (0 - 3)	1 (0 - 2)

Table 6.6. Two-tailed Wilcoxon signed-rank test comparing food and drink intake on a non-club day compared to a club day





	<u>All Clubs</u> Z value, <i>p</i> -value	<u>Club 1</u> Z value, <i>p</i> -value	<u>Club 2</u> Z value, <i>p</i> -value	<u>Club 3</u> Z value, <i>p</i> -value	<u>Club 4</u> Z value, <i>p</i> -value
<i>Fruit and vegetable intake</i>	Z = -0.354, <i>p</i> = .723	Z = 1.889, <i>p</i> = .059	Z = -2.236, <i>p</i> = .025	Z = 0.425, <i>p</i> = .671	Z = 0.00, <i>p</i> = 1.000
<i>Snack food intake</i>	Z = 0.904, <i>p</i> = .366	Z = 0.991, <i>p</i> = .322	Z = -2.000, <i>p</i> = .046	Z = 1.667, <i>p</i> = .096	Z = 0.00, <i>p</i> = 1.000
<i>High fat food intake</i>	Z = -0.222, <i>p</i> = .824	Z = 0.613, <i>p</i> = .540	Z = -0.477, <i>p</i> = .655	Z = 0.649, <i>p</i> = .516	Z = -1.897, <i>p</i> = .058
<i>High energy drink intake</i>	Z = 2.958, <i>p</i> = .003	Z = 1.941, <i>p</i> = .052	Z = 1.890, <i>p</i> = .059	Z = 1.000, <i>p</i> = .317	Z = 1.134, <i>p</i> = .257

6.4.3. Observational findings

Table 6.7 illustrates examples of lunch menus and portions served to children during the holiday club sessions. All holiday clubs prepared and served a hot lunch during the session. Nevertheless, the kitchen facilities and resources varied greatly between holiday clubs: Club 1 and Club 4 had access to a community kitchen and school kitchen respectively but there were no kitchens at Club 2 and Club 3. Therefore, the food served at Club 2 and Club 3 was prepared offsite the previous day by staff or volunteers and subsequently cooked offsite in a neighbouring community building or cooked onsite using portable induction hobs. The observational notes and photographs of the meals served at the holiday clubs illustrate that all children were offered salad and / or fruit with their meal. Nevertheless, not all children reported eating fruit and vegetables on a day attending the holiday club and the findings demonstrate that the median fruit and vegetable intake, on a club day, across all clubs is zero.

Whilst the DILQ does not require children to record portion sizes of the food and drink items consumed, the photographs illustrated in Table 6.7 demonstrate the range of portion sizes offered to children. Furthermore, children at Club 2 and Club 3 were offered second portions whereas children attending Club 1 and Club 4 were offered one portion only. Therefore, given the variation in portion sizes served to children at the four holiday clubs, it is likely that the amount of energy, fat, carbohydrates, free sugars, protein and fibre consumed by children at the four holiday clubs would vary. Additionally, children attending Club 3 had access to a tuck shop where they could purchase sweets and cans of soft drinks throughout the holiday club session. Finally, it is evident from the DILQ entries that Club 1 experienced food supply issues and ran out of food to serve to children for lunch. Whilst the majority of children at Club 1 were served with homemade chicken curry, four children from the sample recorded in their DILQ that they were served fried chicken, purchased by the holiday club from a local takeaway shop.

Table 6.7. Details of food prepared and served at holiday clubs

Club	Food preparation	Example of food menu	Example of lunch served
1	All food is prepared, cooked and served from onsite kitchen.	One choice of meal offered. Different culinary theme for each week (Jamaican, Italian, International, Caribbean). An example include Jerk chicken, rice, coleslaw and fruit	
2	No kitchen available for use at the holiday club setting. All food prepared offsite but cooked and served onsite using portable induction hobs.	One choice of meal offered. Examples include sausage and bean casserole with hot dog roll and vegetable stir fry with wrap. All meals include yoghurt and fruit.	
3	No kitchen at the holiday club setting. All food prepared offsite in the kitchen of the neighbouring community centre.	Choice of a vegetarian or meat option. Examples include sausages and chips or spaghetti bolognese. Salad and fruit offered with meals.	
4	All food prepared, cooked and served in the school canteen at the holiday club setting.	Choice of vegetarian or meat option. Examples include lasagne or jacket potato with beans and cheese. Salad, fruit and yoghurt offered with meals.	

6.5. Discussion

This study examined the food and drink intake of children, aged 7 to 12 years, attending holiday clubs in economically deprived areas of London, participating in the Kitchen Social scheme. Specifically, the study examined potential differences in terms of children's nutritional intake on a day attending a holiday club compared to a non-attending day. This study extends on previous research on the diets of children from low income families (Nelson et al., 2007) and the eating behaviours of children during the school holidays (Macdiarmid et al., 2009). Furthermore, the study provides an original contribution to the literature by assessing the impact of holiday club attendance on children's intake of healthy, in terms of fruit and vegetables, and unhealthy food, and drink items, in terms of snack food items, high fat foods and high energy drinks.

The results from the food diaries illustrated the frequency of healthy and unhealthy food and drink items during the school holidays. On a non-club day, over half of children did not eat any fruit or vegetables and only a sixth of children (N=7) ate two or more fruit or vegetables. Concerning unhealthy food items, over a third (N=15) ate two or more snack food items, over a quarter (N=11)

ate two or more high fat foods and over half (N=23) consumed two or more high energy drinks on a non-club day. Moreover, no children reported eating no food items on a non-club day. This finding contradicts recent media coverage that suggest children are not eating during the school holidays (Crerar, 2017; Garner, 2016). Nevertheless, this study did not measure parental food consumption and as previous evidence has demonstrated, parents may be skipping meals to ensure their children eat (Defeyter et al., 2015; Harvey, 2016). Still, the issue, highlighted in this study, is what children are eating. Moreover, the findings from this study support previous research of children, aged 4 to 16 years and living in London (N=1,291), that demonstrate children's food preferences are not consistent with a healthy diet (Cooke & Wardle, 2005). Cooke and Wardle (2005) highlighted that children of all ages and genders rated fatty and sugary foods most highly and parents tend to offer foods that they accept most readily.

In terms of the effect of attendance on fruit and vegetable intake, there was only a significant increase in the intake of fruit and vegetables, for children attending Club 2, on a day attending holiday club (Mdn = 3) compared to a non-attending day (Mdn = 0). Nevertheless, it is evident from the findings that across all clubs the total median fruit and vegetable intake of children on either a day they attend a holiday club or non-attending day was zero. Whilst fruit and vegetable portion sizes were not assessed using the DILQ, this finding indicates that children's intake of fruit and vegetables falls short of the Eatwell Guide's recommended five portions per day (Public Health England, 2016). Furthermore, the self-reported number of fruit and vegetable consumption is lower than previous findings from the Low Income Diet and Nutrition Survey (LIDNS), a national study on diets of low income families in the UK conducted in 2007. The LIDNS demonstrated that the average portions of fruit and vegetables is 2.0 for girls and 1.6 for boys (Nelson et al., 2007). Whilst, previous research into school-based interventions such as the SFVS and breakfast clubs have demonstrated increases in the intake of fruit and vegetables and healthy food items among children participating in these interventions (Hughes et al., 2012; Moore et al., 2013), attendance at holiday provision has made little difference in the children's intake of healthy food items. This is despite findings from the observational notes that holiday clubs offer fruit and / or salad with meals. Thus, further guidance in the preparation of healthy meals may be required to support holiday clubs to become an effective mechanism in increasing fruit and vegetable intake in children and young people. This could be achieved by increasing the number of portions of vegetables in meals and offering fruit as a snack at the holiday club session.

Concerning the intake of unhealthy food items, snack food items and high fat foods, the findings were rather mixed. Children attending Club 2 significantly increased their intake of snack food items on a day attending the club (Mdn = 1) compared to a non-club day (Mdn = 0). This result was surprising given the tendency for increased fruit and vegetable consumption on attending days at Club 2. Previous research demonstrates that snack items consumed by children are less

nutritionally balanced than meals and contain higher percentage of energy from saturated fats and non-milk extrinsic sugars (NMES) (Macdiarmid et al., 2009). Moreover, whilst there were no significant comparisons for high fat food intake across any of the holiday clubs, there was a marginally-significant increase in the high fat food intake for children attending Club 4 on a club day (Mdn = 2) compared to a non-club day (Mdn = 1). Thus, no clubs were observed to decrease the intake of unhealthy food items. Although the results show some significant difference between attending and non-attending days, the differences in terms of the number of healthy food items consumed is small, and for both groups fall short of recommended daily guidelines.

In terms of the effect of attendance on high energy drink consumption, the findings are more positive than unhealthy food items. The results showed that, across all clubs, children consumed significantly fewer high energy drinks on a club day compared to a non-club day: a third of children (33.4%) consume two or more high energy drinks on a day attending the club compared to over half the children (54.8%) on a non-attending day. Thus, attendance at holiday clubs can restrict the intake of high energy drinks and this could impact on the daily intake of NMES in children. Previous research examining the consumption of NMES established that sweetened drinks are the largest contributors of NMES of children's diets and the intake of sweetened drinks increases with age (Weichselbaum & Buttriss, 2014). The Scientific Advisory Committee on Nutrition (SACN) cite that drinking high sugar beverages can result in weight gain and increases in BMI in children and young people, and over the long term, this increases the risk of developing type 2 diabetes (SACN, 2012). Moreover high levels of sugar intake are associated with a greater risk of tooth decay (SACN, 2012; World Health Organization, 2003). Nevertheless, despite the recent introduction of the tax on sugary drinks, which aims to reduce the consumption of sugar (HM Treasury, 2018), over half of the children sampled consumed at least one high energy drink on a non-attending day. Previous research undertaken by Vieux, Maillot, Constant, et al. (2017) on water consumption of children aged between 4 and 13 years of age in the UK, established that children failed to meet the European Food Safety Authority's recommendations of daily water intake. Using NDNS survey data from 2008 to 2011 (N=845), Vieux et al. established that 88.7% of children failed to meet the European Food Safety Authority's water intake guidelines. Furthermore, tap water consumption increased with income; children from the low income families drank significantly less water than their more affluent peers (Vieux et al., 2017). Thus, holiday clubs could be an effective mechanism for improving the drinking behaviours of children during the school holidays, by encouraging water consumption and making drinking water readily available, whilst restricting the intake of high energy drinks.

The findings demonstrate variations in the impact of food and drink provision on the diets of children attending the four holiday clubs. The Mayor's Fund for London requires participating holiday clubs in the Kitchen Social scheme to provide a hot, healthy meal however a barrier for

these clubs to prepare and serve nutritious meals is the availability of physical resources i.e. kitchen equipment and access to food. Whilst little research has looked at the type of food served and eaten at holiday club level, the observational notes and DILQ data from this study illustrate differences across holiday clubs. It is evident that kitchen resources and equipment varied between holiday club settings and one holiday club experienced issues with sourcing adequate supplies of food. Thus, the choice and quantity of food differed between the holiday clubs in this study with some children offered a choice of meals as well as second portions. Nevertheless, where change is relatively easy, for example banning or restricting energy drinks at holiday clubs, then the impact is positive.

This study provided an original contribution to the literature on holiday club attendance on children's intake of healthy and unhealthy food items. Nevertheless, there were a number of limitations with this study. First, the study was non-randomised and the participants were self-selecting and based on a small sample of cases (N=42). Moreover, over half of the participants (N=27) were black and ethnic minority children, reflecting the varied demographics of the London boroughs. Therefore, it is not possible to meaningfully generalise the results across the UK. Furthermore, randomised controlled trial (RCT) studies are widely considered the 'gold standard' for evaluating public health interventions on predefined outcomes (Bonell, Hargreaves, Cousens, et al., 2011; Moore & Moore, 2011). Nevertheless, for this current study it was not feasible to randomly select children to either participate in a holiday club or to be served with a meal and the use of an RCT within this community setting is potentially unethical. Bonell et al. (2011) argue that non-RCT studies are beneficial to reduce the potential for harm as well as cheaper and quicker to administer. Second, although the reliability and validity of DILQ is assessed to be good (Richardson et al., 2011), this type of 24-hour recall measure does not require children to record the portion sizes of food and drinks nor record details on the types of brands of food consumed. Whilst, the gold standard of measuring dietary intake considers a four-day repeat 24-hour recall to estimate energy and nutrient intake (Holmes & Nelson, 2009), a single 24-hour recall was considered the most beneficial measure to reduce burden on the respondents and achieve a high response rate for this study. It is evident from the observational notes and photographs that there is a range in portion sizes of the meals served in holiday clubs and, in addition, some of the clubs offered second portions. Future research could utilise the Young Person's Food Atlas (Foster & Adamson, 2012) and incorporate food photographs with the 24-hour recall food diary to determine portion size and energy and nutrition intake for children on days attending holiday clubs and non-attending days (Foster, Matthews, Nelson, et al., 2006). Third, there were issues with children completing the food diary on a day attending a holiday club and a non-attending day. Whilst 82 children completed at least one food diary, only 42 children completed the food diary at both time points. This was a result of fluctuations in attendance rates of children at the participating holiday clubs and it was evident that not all children attended the holiday clubs on a regular basis. Data

collection took place in weeks 2, 3 and 4 of the six-week summer school holiday, due to operational constraints of the holiday clubs and thus, this study represents a snapshot in time. Future research would benefit from a longitudinal study to develop an understanding of dietary behaviours during the school holidays compared to school term time. Moreover, a longitudinal study could determine changes in nutritional intake at the start of the six-week holidays compared to the end of the holidays and the impact of household budgets during this period. Nevertheless, any longitudinal research would require attracting a large sample given attrition rates and the challenges of recruiting participants from this demographic. Fourth, there is a limitation with coding and although the data from the DILQ were coded into four categories based on previous research (see Kipping et al., 2010), it does not provide a picture of whether children are consuming a healthy diet based on guidance from the Eatwell Guide, for example the intake of lean protein and starchy foods. Finally the current study examined the food intake of children and did not consider the food intake of other household members or determine if attendance at holiday clubs improved the food security at a household level and thus reduce the risk of parents skipping meals to feed their children as previous studies have demonstrated (Defeyter et al., 2015; Greater London Authority & Ipsos MORI, 2013). However, currently there is no instrument for measuring food insecurity in the UK.

Despite the limitations outlined above, this study provides a unique insight into the food intake of children living in economically deprived areas of London during the school holidays and the impact of attendance at holiday clubs on their food intake. It is evident that holiday clubs can establish environments that promote healthy dietary behaviour, albeit rather limited, and reduce the consumption of high energy drinks. Moreover, holiday clubs could provide further support in improving the intake of healthy food and drink items especially given the financial challenge for low-income families to achieve a healthy diet. The results of this current study demonstrate a few significant findings however improvements in children's food intake still has a long way to go. Nevertheless, holiday clubs have limited impact on restricting the consumption of unhealthy food items and improving the consumption of healthy food items.

CHAPTER 7: General Discussion

This chapter will begin by summarising the objectives of this thesis and followed by discussing the findings of the four studies. The findings will be integrated to provide a more coherent picture of holiday provision in the UK. The chapter will conclude by discussing areas identified in this thesis for further research.

7.1. Summary of objectives

The overarching aim of the current thesis is to investigate the location, implementation, delivery and impact of holiday clubs in the UK. A review of the literature in Chapter 1 identified gaps in the under-researched topic of holiday provision. Although there are a number of reports published by third sector organisations on holiday clubs, there is a paucity of academic research on this phenomenon. The grey literature revealed that holiday provision seeks to not only address families at risk of food insecurity but also provide enrichment activities for children and support for parents during the school holidays. Thus, a mixed methods research design was employed to investigate the location, implementation, delivery and impact of holiday provision from a pragmatic viewpoint. The key objectives, which underpinned the research design and the four studies of this thesis comprised: (i) investigate the need for holiday provision; (ii) examine the location of holiday clubs; (iii) explore the types of organisations implementing and delivering holiday provision and the approach of key stakeholders delivering holiday clubs; (iv) explore the short-term impact of holiday clubs on the social and wellbeing outcomes of children and parents and wider community members; and (v) investigate whether holiday club attendance improves children's dietary intake during the school holidays. The research design consisted of three phases: an initial exploratory phase; a subsequent qualitative phase; and a concluding quantitative phase. In consideration of the lack of research on holiday provision, the introductory phase of the research design comprised a national survey study (Chapter 3). The aim of the survey was to provide context for this thesis and examine the need for holiday provision, the location of holiday clubs and the types of organisations delivering holiday provision. The following qualitative phase, covered in Chapter 4 and Chapter 5, expanded on findings from the initial quantitative phase and explored the views of policymakers, key stakeholders, staff and users of holiday clubs. The qualitative phase of this research design engaged with stakeholders and users of holiday clubs across England. The aim of the concluding quantitative phase, Chapter 6, tested hypotheses generated from the qualitative phase, more specifically, to examine the impact of holiday club attendance on the food intake of children during the school holidays and to investigate whether holiday clubs are able to support the nutritional needs of children during the school holidays. This final study focused on children attending holiday clubs in London – an area of England with higher than average poverty rates. Findings from these three phases of the research design are integrated in this chapter to provide a more

coherent picture of the need for holiday provision, the location, implementation and delivery of holiday clubs as well as the impact of holiday clubs on users and the wider community.

7.2. Summary of findings

This section summarises the findings in relation to the objectives of this thesis. Table 7.1 illustrates a summary of the main objectives and key findings.

Table 7.1. A summary of the main objectives and key findings

Objective	Key findings
(i) Investigate the need for holiday provision	<p>There is a need for holiday provision to support families as a result of the complex and multidimensional challenges identified at policy / community, household and individual levels:</p> <p>Policy / community level: welfare reforms; withdrawal of front line services; lack of affordable childcare provision; lack of safe places for children to play; lack of FSM provision</p> <p>Household level: Additional pressure on household finances</p> <p>Individual level: Support for parents with parenting; risk of experiencing social isolation.</p>
(ii) Examine the geographical location of holiday provision	<p>Holiday clubs are located in all regions of the UK but there are notable gaps in the provision. Holiday clubs are primarily located in areas of high childhood deprivation, albeit in a piecemeal fashion, but they are not equally distributed by ethnicity.</p>
(iii) Explore the types of organisations delivering holiday clubs and the approach of key stakeholders	<p>In the absence of national policy, there has been a grassroots response to implementing and delivering holiday provision by public and third sector organisations. These organisations have adopted a commission-led approach in recruiting and supporting delivery partners (e.g. community groups, faith groups and schools) to deliver the provision. The commissioning organisations have developed a broad set of objectives and provided seed funding, training and networking opportunities for their delivery partners. Nevertheless the type of holiday provision offered varies between holiday clubs as delivery partners have flexibility and autonomy regarding operating times, types of meals served, activities and target demographic. To develop a comprehensive programme of holiday provision there is a need to collaborate with a range of partners and key stakeholders. Still, an issue with this grassroots model of implementing holiday provision is the piecemeal and fragmented delivery of holiday clubs.</p>

(iv) Explore the short-term impact of holiday clubs on social and wellbeing outcomes of children, parents and wider community	A range of social and wellbeing outcomes were identified. Holiday clubs enhanced community cohesion and reduced social isolation. The clubs provided opportunities for parents and community members, including young people, to volunteer and develop new skills and build capacity within the community. For families, holiday clubs provided structure, support with parenting and encourage positive behaviours in children.
(v) Investigate whether attendance improves children's dietary intake during school summer holidays	A key aim of holiday clubs is to provide healthy meals to children. Findings demonstrated inadequacies in the fruit and vegetable intake of children during the school holidays and holiday clubs had a limited impact on changing the food intake of children. Nevertheless, attendance at holiday clubs did have a significant effect on reducing children's intake of high energy drinks.

7.2.1. Need for holiday provision

Findings from the initial quantitative phase and subsequent qualitative phase of the thesis identified a range of issues experienced by low-income families during the school holidays. The three key challenges for low-income families during the school holidays, identified by holiday club providers in the study survey (Chapter 3), were food provision, childcare provision and a safe place to play. On that basis, the need for holiday provision was further explored in the qualitative phase of the thesis and interviews with policymakers, key stakeholders, staff and users highlighted issues faced by low-income families during the school holidays. Moreover, the challenges, identified in the qualitative phase, are multidimensional and arise at the policy and community level, at the household level and at the individual level. The issues are, therefore, complex and demonstrate a need for additional support and provision for families during the school holidays. Whilst previous literature on holiday hunger has examined this phenomenon through the lens of food poverty (Gill & Sharma, 2004; Lambie-Mumford & Sims, 2018), the journey of this thesis has demonstrated that the challenges of the school holidays reach beyond the lack of FSM provision and the risk of families experiencing food insecurity. The findings from the thesis identified that the need for holiday provision are aligned with themes raised in the literature review, specifically the impact of welfare reform and cuts to local authority budgets on low-income families, the availability of affordable childcare provision, the risk of households experiencing food insecurity and the need for parental support. Furthermore, an additional issue emerged from the findings and highlighted the challenge of living in isolated, deprived communities that lack adequate leisure facilities and activities and safe places for children to play.

At the policy and community level, policymakers and key stakeholders used local deprivation and FSM data to identify communities, in their region, which are most in need of support during the

school holidays. Moreover, policymakers and key stakeholders recognised that the most disadvantaged communities in their region had been affected by the withdrawal of front line services and the impact of welfare reforms. This finding reflects research undertaken by Beatty and Fothergill (2016) and demonstrates the uneven impact of welfare reform and the effect of widening the gap between the most disadvantaged and the most prosperous communities. In addition, key stakeholders recognised the need for affordable childcare provision to support low-income parents with their working and caring commitments during the school holidays. The literature review illustrated that since 2010 consecutive governments have pursued policies of encouraging welfare claimants into employment, with the aim of reducing their reliance on welfare support, and identified that paid employment is a route out of poverty (Department for Work & Pensions, 2015). Nevertheless, it is evident that financial hardship still exists in low-paid jobs and of the estimated three million children at risk of holiday hunger, two million children are from families experiencing in-work poverty (Forsey, 2017). Previous research, undertaken by the third sector, highlighted a need for adequate, affordable holiday childcare provision to support working families (Butcher, 2015). Findings from the qualitative investigation demonstrated that holiday provision is often piecemeal and, therefore, working families rely on informal childcare support from parents and friends to maintain their working commitments. Previous qualitative research undertaken in low-income neighbourhoods in Britain identified that parents regularly rely on support and assistance from family networks to help with childcare arrangements although this is dependent upon the level of commitment family members are able to provide (Crisp & Robinson, 2010). Nevertheless, a minority of parents, from the qualitative study (Chapter 5) highlighted the lack of support networks and reflected on how the school holidays are isolating periods. Two further additional needs were identified at the policy and community level: the need for safe places for children to play; and the need for ‘something to do’ during the school holidays. The qualitative interviews took place in a range of communities across England and, in some communities, participants highlighted the issue of crime and antisocial behaviour within their neighbourhood and the lack of safe, local places for children to play. Many of the interviews with parents revealed the desire to find enriching activities for their children but, as a result of limited household finances, they are restricted by the availability of free or low-cost activities available within their community. Moreover, cuts to youth provision and children’s centres have further exacerbated the lack of low-cost, accessible provision (Local Government Association, 2014). Thus, parents’ ability to access activities and services within their region depends on their access to private transport or a reliable and affordable public transport network. Given that subsidised housing is often located in cut-off communities, where residents are reliant on public or private transport to access local facilities and services, there is a risk of residents and communities experiencing isolation (Power, 2012).

At the household level, key stakeholders, staff and parents recognised that during the school holidays there exists additional pressure on household budgets and, together with the lack of FSM provision, key stakeholders and staff acknowledged the risk of families experiencing food insecurity. Moreover, the focus groups with children highlighted that their diets are varied during the school holidays; whilst some children reported eating home-cooked food or frequent takeaways, other children reported skipping meals during the school holidays. Conversely, whilst parents discussed the financial challenge and hardship of the school holidays, they were reluctant to discuss how their restricted budgets impacted on food purchases and this reluctance may reflect the stigma associated with food insecurity (Purdam, Garratt, & Esmail, 2016). In addition, it is evident, from interviews with staff and parents, that the demographics of a household can further exacerbate the challenges of the school holidays, specifically the cost of feeding and entertaining dependent children of different ages.

The findings from this thesis provide strong evidence regarding a need for holiday provision at an individual level, household level and community level. Interviews with key stakeholders and staff recognised a need for parental support, particularly as parents were seen to be 'struggling'. Moreover, this view was reflected by parents who recognised the need for emotional support and help with parenting during the school holidays. With limited household finances, there are limited options for parents to keep children distracted and entertained, and both parents and children reflected on feelings of boredom and isolation during the school holidays. This finding is consistent with findings from a review by Ridge (2011) of qualitative research on the lives and experiences of low-income children. Ridge (2011) demonstrates that a consequence of living in financial hardship is the inability of parents and children to actively participate within their communities and this can lead to isolation and exclusion. Furthermore, previous research demonstrated that the number of close friends of an individual is a strong predictor of poverty status (Finney, Kapadia, & Peters, 2015). Using data from the UK Household Longitudinal Study, Finney et al. (2015) identified that having two or more friends can reduce the odds of being in poverty compared to one or no friend. Thus, their findings suggest that social isolation can be a risk or consequence of living in poverty. Consequently, support from family and friends can help diminish the challenges of living in poverty (Crisp & Robinson, 2010; Finney et al., 2015).

The need for holiday provision and additional support during the school holidays reflects Townsend's (1979) definition of an individual experiencing poverty and lacking the resources to access sufficient healthy food as well as the ability to participate in activities which are encouraged by society. The research findings highlighted the financial hardship for low-income families during the school holidays for families reliant on FSM provision, the challenge of finding activities to entertain their children during the school holidays and the related physical and psychological consequences. Moreover, the findings demonstrate that the needs for holiday provision are

complex and multidimensional and are evident at the community and policy level, household level and individual level.

7.2.2. Location of holiday clubs

The literature review demonstrated an absence of a national database identifying the types and location of organisations delivering holiday provision to support low-income families. Findings from Chapter 3 provided a unique contribution to the literature on the types of holiday clubs and their location. It is evident that holiday clubs are located in all regions of the UK although the findings highlighted gaps in this provision. Nevertheless, there is a greater concentration of holiday clubs within London and North East England – regions of the UK hit hardest by welfare reform (Beatty & Fothergill, 2014). Moreover, findings from Chapter 3 demonstrate that, at a neighbourhood level, holiday clubs are located in the most economically disadvantaged neighbourhoods in England. Thus, the findings suggest that holiday clubs are concentrated in areas of high childhood deprivation and, therefore, address a primary objective of holiday provision – to support parents and children of low socioeconomic status during the school holidays. Still, concentrating holiday provision in solely the most disadvantaged neighbourhoods overlooks low-income families living in more affluent communities – an issue previously highlighted by the initial establishment and location of Sure Start children’s centres (Rutter, 2006). As food insecurity is not currently measured in the UK, it is therefore not possible to identify if holiday clubs are located in neighbourhoods with a high concentration of households at risk of food insecurity. Nevertheless, previous research on foodbank use highlights that there has been a rise in the number of emergency food parcels distributed in areas with high childhood deprivation, indicating the risk of low-income families experiencing food insecurity within these neighbourhoods (Lambie-Mumford & Green, 2017).

Whilst holiday clubs are found to be located in areas with high childhood deprivation, the research findings demonstrate that they are not distributed equally by ethnicity. That is to say, holiday clubs, operated by church groups or community groups, are more likely to be situated in neighbourhoods that are disproportionately composed of white English or British residents compared to holiday clubs run by local authorities and schools. As the proportion of non-English or non-British residents increases in a neighbourhood, the odds of a holiday club run by local authorities or schools increases, whereas the inverse is true for neighbourhoods with holiday clubs run by voluntary and community organisations and church groups. Nonetheless, it is evident that poverty in the UK is highest among children from Bangladeshi, Pakistani, Black and Chinese ethnic groups compared to white children (Baranard et al., 2017). Thus, the findings demonstrate that the needs of children from ethnic minorities may currently be overlooked by the type of holiday provision available. Findings from the qualitative study on parents further expanded on the importance of the location of the holiday club. Many of the interviews with staff and parents

revealed that families, accessing the holiday provision, lived locally, and the location and the setting of the holiday club was an important consideration regarding attendance, particularly as many families relied on public transport. Thus, evidence on the location of holiday provision demonstrates the challenges of a grassroots approach to tackle the issue of holiday hunger and ensure that holiday provision is reached by all families of low socioeconomic status in need of additional support during the school holidays. Furthermore, the findings suggest that there exists a role for the state to support holiday provision to reduce the risk of gaps in the provision and ensure holiday provision targets all those in need.

The research evidence suggests that holiday provision is a growing phenomenon and the findings demonstrate an increase of 180% in the number of new holiday clubs opening and operating between 2016 and 2017. This growth supports anecdotal data from the media and grey literature illustrating an increase in availability of funding to develop holiday provision to support the needs of low-income families in the school holidays, at risk of holiday hunger (BBC, 2018; Mayor's Fund for London, n.d.; Voluntary Action Fund, 2018). That said, research undertaken by Loopstra and Tarasuk (2015) on foodbanks highlight that foodbank location and use does not reflect the scale of the issue and is a poor indicator of the number of households affected by household food insecurity. Thus, the number and location of holiday clubs does not necessarily represent the scale of the issue of holiday hunger and the need for holiday provision. Nevertheless, the growth in the number of new holiday clubs operating demonstrates a need for further empirical research to monitor the accessibility of holiday provision in low-income communities.

7.2.3. Implementation of holiday clubs

In the absence of a national policy governing holiday provision it is evident that a range of organisations, including local authorities, housing associations and schools, are responding to local need and are delivering holiday clubs. Over half of all provision is delivered by voluntary and community groups and faith based groups and demonstrates a grassroots approach of implementing holiday provision. Therefore, this approach to holiday provision reflects recent neo-liberal policy of decentralising state services and encouraging the delivery of services through local communities. Previous research on the emergence of food aid provision demonstrates an increasing emphasis on voluntary organisations providing support and help to families at risk of food insecurity (Graham et al., 2016; Riches, 2002). Whilst food insecurity refers to sufficient access to safe and nutritious food, the definition has been expanded to include the ability to acquire food in socially acceptable ways without resorting to emergency food supplies and other coping strategies (Anderson, 1990). Still, the involvement of voluntary organisations in supporting food insecure households deflects attention away from the responsibility of central government (Poppendieck, 1998). Furthermore, this questions whether the provision of free food at a holiday club, operated by third sector organisations, is a socially acceptable way for families to acquire food during the school holidays.

In view of recent welfare reforms, cuts to local authority budgets and reduction in front-line services, a downstream response to supporting food insecure households highlights the limitations of this response as community organisations can only address the short-term symptoms rather than the causes of poverty and food poverty (Lambie-Mumford, 2013; Poppendieck, 1998). Furthermore, previous research on emergency food aid highlights an additional challenge for voluntary organisations, with limited resources, to address the needs of users whilst, at the same time, meeting the objectives and expectations of funders (R. Graham et al., 2016). It is evident from the findings on the location of holiday provision that whilst holiday clubs are operating in economically disadvantaged neighbourhoods in England, there are notable gaps in the location of this provision which demonstrates the piecemeal response to communities addressing local need. Furthermore, the findings highlight the issue of food justice and this raises the question of the availability and inclusivity of this type of provision to help those families most in need during the school holidays. Still, the provision of food at holiday clubs represents one element of holiday provision and many organisations deliver a programme of enriching activities for children as well as voluntary opportunities for the community. Moreover, previous evidence demonstrates that community initiatives can help to address local need and build individual and community capacity through skills development, reducing isolation and increasing cohesion (Crisp & Robinson, 2010; Kneafsey et al., 2017).

The findings from the initial quantitative phase and subsequent qualitative phase of this research design demonstrates that a range of public sector and third sector organisations have adopted a commission-led approach to addressing holiday hunger and delivering holiday provision in their region. Nevertheless, interviews with policymakers and key stakeholders identified that responsibility of holiday provision ‘lies with the whole of society’. Moreover, evidence from the qualitative phase of the research established that the role of these commissioning organisations is to provide support to a range of delivery partners, such as community organisations, faith groups and schools, to deliver this provision. Whilst the level and type of support offered varies amongst commissioning organisations, many organisations provide initial seed funding, training and networking opportunities to support their delivery partners to provide holiday provision. Since the challenges of the school holidays and the need for holiday provision are multidimensional, it leads us to question whether a commission-led model provides sufficient support to delivery partners to provide a programme of holiday provision that addresses the needs of disadvantaged communities and their residents. It is evident that a limitation of the commission-led approach is the capacity to reach the most marginalised families across their region; whilst commissioning organisations endeavour to work with delivery partners, located in the most disadvantaged communities, the establishment of a holiday club is reliant upon the level of interest from local groups to undertake this provision. This demonstrates that a failure of the ‘Big Society’ is that communities with complex social challenges may not have the resources, or individuals with adequate skills, to

deliver this type of provision (Mohan, 2011) and thus, this further demonstrates the piecemeal approach in the implementation of holiday provision. Moreover, community-led approaches to reducing poverty in disadvantaged neighbourhoods require appropriate levels of start-up funding and ongoing financial support since there may be additional costs associated with supporting advocacy work in low-income communities (Crisp, McCarthy, Parr, et al., 2016). Nevertheless, securing on-going funding is a challenge for third sector organisations as funding is often sporadic and increasingly competitive to obtain (Hardill & Baines, 2011).

The findings from the initial quantitative phase and subsequent qualitative phase of the research illustrate a commission-led approach to implementing holiday provision. Furthermore, it is evident that commissioning organisations and their delivery partners require ongoing funding and the ability to establish networks and collaborate with other organisations and agencies to deliver a provision to support the needs of families during the school holidays.

7.2.4. Delivery of holiday clubs

Under the commission-led model, it is evident that commissioning organisations encourage their delivery partners to provide holiday provision based on a broad objective: to deliver a free provision of food and activities to children. Thus, delivery partners have flexibility and autonomy over the type of holiday provision they choose to deliver, such as operating times, type of food served, activities provided and target demographic. Findings from the qualitative and quantitative phases of the research highlight that the majority of holiday clubs are offered on a universal basis - open to all families within their community and delivered free of charge to the user. Nevertheless, it is evident that foodbanks, delivering holiday provision, operate a referral scheme, similar to their system for distributing emergency food parcels; families are referred to the foodbank-led holiday clubs by schools, children centres, social workers and key support workers.

Findings from the interviews with policymakers and key stakeholders illustrated that a limitation of the broad aims, advocated by commissioning organisation, is whether the scope is too general and, therefore, fails to adequately address the needs of those most marginalised families in society. Whilst delivery partners have flexibility over the operation times of the holiday clubs, it is evident from the research that holiday provision is often inconsistent; evidence from the survey study (Chapter 3) illustrates that not all holiday clubs operate throughout all school holidays and less than half of organisations provide five or more sessions per week. Furthermore, although the majority of holiday clubs are offered as a universal provision, it is evident that the provision targets children by age with a focus on primary-school-aged children. Therefore, the needs of pre-school and secondary-school-aged children are often overlooked. Whilst childcare provision was identified as a key need for low-income families during school holidays and previous research highlights the shortfall in affordable childcare provision (Cottell & Fiaferana, 2018), the findings, therefore,

suggest that holiday provision fails to adequately address the need of all children from low-income families.

The findings from the study survey demonstrated that the majority of holiday clubs offer food. Despite the broad aims outlined by commissioning organisations, many key stakeholders specify a preference for hot meals to be prepared and served at holiday clubs. Findings from the survey study (Chapter 3) further reflects this preference of commissioning organisations and demonstrate that more hot meals than cold meals are served at holiday clubs. Nevertheless, some delivery partners reflected on the challenge of delivering hot food, particularly for delivery partners who have supplemented the provision of food into their existing programme of services, and staff identified a number of challenges with preparing and serving meals: the provision of adequate kitchen facilities or resources to provide hot meals; skilled staff to deliver the provision; time required to source and prepare food; and the reliance on food supply chain and food donations to deliver meals at low cost. Moreover, it is evident from interviews with key stakeholders that whilst many commissioning organisations advocate the provision of healthy meals, they do not provide guidance on the type of food to be served. Moreover, as there are no statutory guidelines governing food served in holiday clubs, the type of food and portion sizes served to children varies between holiday clubs.

The evidence from the research highlights that over half of the delivery partners providing holiday clubs are voluntary or community groups or faith based organisations. Moreover, since holiday provision is predominantly free at the point of user, it is unsurprising that holiday clubs rely on volunteers to help deliver this provision. The delivery of holiday provision by volunteers is further evidence of the Big Society and the replacement of state-run services with informal or voluntary support (Verhoeven & Tonkens, 2013). Volunteers, participating in holiday clubs, include members of the community, parents and young people who previously attended the club. The motivation for volunteers to participate in holiday provision varies depending upon their circumstances but mainly stems from either altruistic reasons to help disadvantaged families or the wish to develop skills and improve their employment prospects. Moreover, previous research illustrates that residents of disadvantaged communities do not want to be solely passive recipients of support but have a desire to contribute to their community (Batty, Cole, & Green, 2011). Thus, evidence from the qualitative phase of the research suggests that holiday clubs help build individual and community capacity and offer parents and young people the opportunity to gain experience and skills to help with securing future employment or further education. This finding reflects previous research demonstrating that voluntary activity in low-income communities can encourage people to move into work or education (Crisp & Robinson, 2010). Moreover, voluntary participation further underpins the current government policy of encouraging benefit claimants into employment. Nevertheless, previous research on community-led approaches to reducing poverty highlights the

need for ongoing support to maintain volunteer commitment, (Crisp & Robinson, 2010). Moreover, as the motivation for parents and young people is to develop skills, commissioning organisations and delivery partners need to continually invest in the recruitment and training of new volunteers, as volunteers move into paid work. A challenge, highlighted by delivery partners, is the recruitment of volunteers and staff and this reflects recent research in the UK of the decline in the number of people able to volunteer (Chapman & Hunter, 2017). Whilst, interviews with key stakeholders considered that volunteering in holiday provision required limited commitment from community members as the voluntary work was only required on a short term basis, during the school holidays, many households are both income-poor and time-poor and therefore may not have the ability to participate even in a limited capacity. Moreover, a review of the impact of community engagement on participants demonstrated a range of physical and psychological benefits from their involvement but also highlighted the risk of stress and exhaustion and illustrated that participation of community members can have an adverse impact if organisations fail to consider their views and involvement (Attree, French, Milton, et al., 2011). Thus, commissioning organisations and their delivery partners need to invest in their voluntary staff; there exists a need for adequate support and training for parents to be able to undertake the role of volunteer whilst concurrently ensuring that their needs as a user of the holiday provision are also met. Moreover, involving community members in helping to deliver holiday provision enables delivery partners to recognise and ensure that the key needs of low-income families are addressed through holiday provision.

The qualitative phase of the research identified that the delivery of holiday provision is complex and delivery partners are required to undertake many tasks to be able to offer this provision: secure funding; provide food; develop a programme of activities; engage with and understand the needs of the community; and the recruitment of staff. Thus, many delivery partners seek to develop relationships and collaborate with partner agencies, sponsors and funders to help deliver holiday provision within their communities. It is evident from interviews with staff and volunteers that through their capacity as effective communicators, staff and volunteers can help to develop networks and collaborate with other organisations and agencies. Furthermore, through effective communication, staff and volunteers are best suited to understand the needs of their communities and encourage attendance to help provide support and a range of short-term outcomes for families and the community. Thus, the development of holiday provision emulates policies and measures implemented by the Conservative-Liberal Democrat government to support the development of a Big Society, by encouraging responsabilisation and stimulating locally run services and entrepreneurship to improve disadvantaged neighbourhoods (Batty et al., 2011). Nevertheless, the skills of staff and volunteers as effective communicators and entrepreneurs need to be developed and harnessed to help develop effective enterprising activities (Thompson, 2002). Thompson (2002) argues that the development of entrepreneur skills can be achieved through organised

training and mentoring programmes and this type of training could benefit programmes of holiday provision.

Interviews with parents highlighted that their motivation to attend holiday provision resulted from a connection with the holiday club, either through an existing relationship with the holiday club staff or referral partner, or familiarity with the holiday club setting. It is evident that a connection with staff or holiday club setting is an important factor for attendance. Despite the need to develop relationships with families to encourage attendance, commissioning organisations have little knowledge on the demographics of families attending their programme of holiday provision. It is evident from interviews with key stakeholders that many commissioning organisations either lack data on families attending the provision or the capacity to analyse the data to understand the demographics of families accessing this provision. Despite the gap in knowledge, key stakeholders acknowledge that families with disabilities and families from ethnic groups are underrepresented at holiday clubs. This finding further highlights the issue of accessibility of holiday clubs for all marginalised and vulnerable families.

The commission-led approach to delivering holiday provision further demonstrates the grassroots response to tackling holiday hunger and responding to local need during the school holidays. It is evident that programmes of holiday provision vary in their operating times, settings, target demographic as well as the provision of activities and food. Nevertheless, there were similarities highlighted in the issues of delivering holiday provision: delivering food provision, securing funding and recruiting volunteers. Thus, it is evident that delivery partners need to collaborate with a range of organisations and agencies to help deliver this multifaceted provision.

The data demonstrates a need for holiday provision and this issue is widespread and growing. Communities have responded to this need by delivering holiday clubs in economically disadvantaged communities. This local level response reflects policies pursued by neo-liberal societies, such as the UK, of reducing welfare support and devolving responsibility from a national level to local level (Dowler & O'Connor, 2011; Lambie-Mumford, 2013). Nevertheless, the debates around food poverty and the response by communities to provide holiday provision highlight that this response can only address the symptoms of poverty and food poverty and fails to tackle the causes (Lambie-Mumford & Sims, 2018). Moreover, the local level response to addressing food security questions the social acceptability of targeting 'hungry' children and young people and the implications of social exclusion, embarrassment and stigma experienced by children (Lambie-Mumford & Sims, 2018). The key question, therefore, should focus on what is the best way to address holiday provision through policy reform. One possibility is for central government to fund local community groups to deliver holiday provision. The Department for Education has adopted this route and in 2018 announced £9M funding for a Holiday Activities and Food

Programme for local community groups to deliver holiday provision (Department for Education, 2018). Nevertheless, as this provision is reliant on the availability and skills of community groups, this could lead to fragmented implementation and delivery of provision across the UK and give rise to inequalities in terms of access and type of provision available. Other policy developments could include changes to welfare whereby benefit claimants receive additional income during the school holidays, in the absence of FSM provision (Gill & Sharma, 2004) or shortening the length of the school summer holidays to reduce the financial pressures on low-income families.

7.2.5. Impact for parents, children and the wider community

Findings from the qualitative phase of the research identified a wide range of short-term impacts for parents, children and the wider community attending holiday clubs. Participants, including key stakeholders, staff, volunteers and parents, reflected on the impact of holiday clubs by improving community cohesion and empowering communities. Key stakeholders and staff viewed the participation of parents and young people as an important opportunity for community members to develop new skills and build capacity that benefits not only the individual but also the wider community. Furthermore, commissioning organisations and delivery partners suggested that holiday clubs have the capacity to break down barriers by encouraging parents and children from across the community to socialise and develop new friendships. The breaking down of barriers was viewed by key stakeholders and staff as an unintended outcome of providing a programme of free food and activities. Thus, participants viewed holiday provision as a means to reduce isolation at not only an individual level during the school holidays but also across communities and to improve social cohesion. An additional outcome, cited by commissioning organisations and delivery partners, is that holiday clubs form ‘soft touch’ parenting programmes - holiday provision offers structure for the school holidays, support for families, a break for parents from home life and help to encourage positive behaviours. Moreover, staff, parents and children identified a range of psychosocial benefits for children from their participation in activities, social interaction with peers as well as improved eating behaviours. Whilst, these social and wellbeing findings are consistent with research undertaken by Defeyter, Graham and Prince (2015) on holiday breakfast club provision, there is little evidence from this qualitative phase of the research on the impact of attendance at holiday clubs on children’s diets.

The final quantitative phase examined the potential differences in terms of children’s nutritional intake on a day on which they attend a holiday club compared to a non-attending day. Whilst attendance at holiday clubs did not reduce the intake of unhealthy food items, the findings highlighted a reduction in consumption of high energy drinks on a club day compared to a non-club day. Whilst there is evidence of an increase in fruit and vegetable intake for children attending one of the holiday clubs in this study compared to a non-attending day, this finding was not consistent across all holiday clubs. Therefore, the findings demonstrate that holiday clubs have a limited

impact on changing the food intake of children. Commissioning organisations are required to provide further support and resources to enable holiday clubs to be mechanisms for improving the food and drink intake of children and create environments that promote healthy dietary behaviours. Previous research demonstrates that food assistance programmes can provide support to mitigate food insecurity and improve nutritional outcomes of children in the short-term (Aceves-Martins et al., 2018). Thus, holiday clubs could further improve their provision by making water readily available and restricting the consumption of high energy drinks, offer fruit as snacks, incorporate portions of vegetables in meals and reduce the serving of high fat foods. As there are currently no nutritional guidelines or definition of a 'healthy diet' to guide the types of foods served at holiday clubs, it is evident that there is variation across the holiday clubs. These findings suggest that there is a need for guidelines to advise holiday clubs on the types of food and age appropriate portion sizes, as have previously been implemented in school food provision and breakfast club provision (Dimbleby & Vincent, 2013; Moore et al., 2013). Moreover, as some delivery partners rely on donations from foodbanks and food redistribution organisations for delivering food provision at holiday clubs at low-cost, these organisations would benefit from an improved food supply. This could be achieved either through a coordinated approach to ensure food donations met the needs of holiday clubs or a regular supply of the most needed food items. Moreover, further research is required to investigate if staff are equipped with the skills and resources to prepare and serve nutritious meals to children at holiday clubs.

The findings from the thesis demonstrate that there are a number of outcomes from participating in holiday clubs, either as a volunteer or as a user, and holiday provision can offer support to families and communities during the school holidays. That said, the support and impact offered by holiday clubs is limited by the resources and capacity to deliver a comprehensive programme. Thus, while holiday provision can address some symptoms of poverty, it is unable to provide support for all the needs and challenges faced by low-income families during the school holidays identified in the research. Furthermore, programmes of holiday provision do not address the causes of holiday hunger.

7.3 Implications for public policy

Drawing from the findings in this thesis, this section identifies implications for public policy. As a result of the piecemeal location of holiday clubs, a coordinated response is needed to ensure all disadvantaged communities have access to holiday provision. This support could be initiated through statutory legislation whereby local authorities are responsible for identifying areas of high deprivation and implementing a programme of holiday provision across these disadvantaged communities. This type of statutory response was presented to Parliament in the School Holidays (Meals and Activities) Bill in 2017. Although the Bill was withdrawn, following an announcement by the Department for Education to fund a pilot programme of holiday clubs, there is still a need to

address the fragmented location of holiday clubs and statutory legislation would ensure local authorities facilitate the delivery of holiday provision and enable disadvantaged communities to have equal access to holiday provision. Moreover, the findings from interviews with key stakeholders and staff demonstrated that an issue for community groups is to provide sustainable holiday clubs that address the needs of the community. Whilst the aim of holiday provision is to deliver free food and activities to low-income families during the school holidays, the findings illustrated the complexities and challenges experienced by community groups with implementing a comprehensive holiday programme: securing funding; sourcing and preparing healthy meals; training staff and volunteers; providing an extensive programme of activities; and providing support to parents and signposting to agencies and services. Thus, there is a role for regional and local governments and agencies to provide coordinated support to holiday clubs with delivering holiday provision by facilitating networking opportunities, helping with funding and training programmes, sourcing healthy food and providing governance on type and quality of food served. Thus, ensuring that holiday provision aligns with regional health strategies and initiatives.

7.4. Further research

The thesis examined the location and delivery of holiday provision, and findings from the research highlighted issues and areas for future research. It is evident from the thesis that the scope for future research is multidisciplinary and far-reaching and includes the disciplines of psychology, education, nutrition, sport, sociology and social policy. During the course of the thesis, some areas of research have already been identified and this section will highlight the key areas for future studies.

The thesis explored the response by public sector and third sector organisations supporting low-income households and illustrated that voluntary sector organisations are playing an important role in delivering provision to marginalised families. Future research could investigate the role of volunteers in delivering holiday provision and examine the training and resources offered to volunteers to deliver a programme of activities and provision of food at holiday clubs. Moreover, further research is required to examine if volunteers are equipped with the skills to deliver holiday provision, explore the training offered to volunteers, and the benefits of participating in holiday provision in terms of sense of self-worth, friendship and reduction in social isolation (Garthwaite, 2017).

Findings from the thesis demonstrated that further research is required to investigate the nutritional intake of children on a day on which they attend holiday clubs compared to a non-attending day and to examine the risk of food insecurity at a household level. As previous evidence demonstrates that parents skip meals to ensure their children are fed (Defeyter et al., 2015; Gordon et al., 2013; Harvey, 2016), further research needs to establish the impact of holiday club attendance on the

diets of all household members and not only the child. Moreover there is a need to investigate the cost-effectiveness and sustainability of food interventions to reduce the risk of household food insecurity (Aceves-Martins et al., 2018). This doctoral programme of research has demonstrated that need for holiday provision reaches beyond the lack of FSM provision

This doctoral programme of research has demonstrated that need for holiday provision reaches beyond the risk of families experiencing food insecurity. Whilst the food element of holiday provision was explored in the thesis, the findings demonstrate that a range of activities are offered by holiday clubs and thus further quantitative research is needed to examine the outcomes of the different activities offered. Future research could explore the range of activities offered and potential impact on educational attainment and health as well as investigate the effect of activities that may help with fine motor skill development. A large scale study could examine changes in these measures at the pupil level by accessing the National Pupil Database and the Child Measurement Programme. Nevertheless, incorporating an effective control group is problematic, but access to the National Pupil Database would enable researchers to assess the degree of change for the two groups: the intervention group and the control group. Although, it is acknowledged that there are potential limitations with this research and the control group may suffer from contamination i.e. children attend another type of holiday club during the school holidays.

Future research and evaluations of programmes of holiday provision may benefit from engaging with community members in the research process. Whilst young people representing the Mayor's Fund for London Youth Board were recruited to participate in the qualitative study in this thesis, further research of holiday provision may benefit from the involvement of young volunteers and parents who utilise and attend the holiday provision. Salway, Chowbey, Such, et al. (2015) examined the benefits and challenges of participatory research in a study of health and poverty on ethnically mixed communities of London and identified that using community members as researchers helped to gain the trust of respondents as well as access to people who may otherwise have been missed. However, ethical issues need to be considered with participatory research and support provided to community researchers throughout the research process (Salway et al., 2015).

7.5. Concluding comments

It is evident from this thesis that holiday provision can address a range of needs for families and communities during the school holidays. It is clear that there is a downstream response to addressing the needs of families during the school holidays through the implementation of holiday provision. Whilst a commission-led approach has been adopted, further support is needed for the delivery partners and their volunteers to reduce the burden of delivering this provision. This thesis established that there is a need for a broad coalition to be established to improve the coordination and collaboration across a range of government agencies as well as private and third sector

organisations to reduce the gaps in this provision. Thus, clearer aims and objectives directed by commissioning organisations, together with greater support from national government, will enable delivery partners to deliver a more comprehensive provision to support families during the school holidays. The findings from this thesis will be relevant to academics, policy and practice stakeholders, housing associations, local authorities, schools and third sector organisations.

Whilst holiday clubs do not address the causes of poverty, i.e. low-paid work, cuts to welfare, isolated communities and issues with local infrastructure, holiday clubs do deal with some of the challenges evident in disadvantaged communities by providing safe places to play, food provision and a range of enrichment activities for children and their families. Moreover, the thesis identified wider additional benefits of holiday provision including support with parenting, the promotion of public health messages, the reduction of isolation as well as an enhancement of community cohesion. Nevertheless, whilst holiday provision addresses some of the symptoms of poverty, previous research highlights that reducing household income poverty would have a measurable effect on a child's environment and their development (Cooper & Stewart, 2017). Cooper and Stewart (2017) argue that whilst there is value in policy interventions that aim to break the link between family income and lack of opportunities, these will only focus on specific domains and it is only by raising household income that child's outcomes across all domains, mental and physical health, cognitive and behavioural, parent's mental health and home environment, will be affected.

APPENDICES

Appendix Ai: Example of email invitation for online survey participants in Study 1

Dear

I am emailing you to advise you of a research project, on holiday provision schemes for children and their families, undertaken by myself at Northumbria University. As part of this research I am carrying out a national survey on the organisations working with families and children, and providing holiday schemes across the UK. The aim of this survey is to improve our understanding of the location and types of holiday clubs and activities available to children and their families.

As your organisation works with children and is, or will be, providing clubs and activities during the school holidays, I would appreciate your time in completing the attached online survey. I have included an information sheet which explains further details of the research and survey.

Your participation in this survey would be greatly appreciated.

Kind regards

Emily Mann
PhD Researcher
Faculty of Health and Life Sciences
Northumbria University

Appendix Aii: Example of information and consent form for online survey participants in Study 1

A National Survey of Holiday Clubs for Children and their Families 2017

Lead Researcher: Emily Mann [emily.mann@northumbria.ac.uk]

What is this purpose of this survey?

Researchers at Northumbria University are currently undertaking an evaluation into holiday provision schemes for children. As part of this research, we would like to find out further information on the organisations providing holiday schemes. As there is currently no national database on holiday provision schemes, the All-Party Parliamentary Group on Hunger intends to gain a better understanding of existing provision. The aim of this national survey is to improve our understanding of the location and types of holiday provision schemes available to children and their families. Findings from this survey will be presented to the All-Party Parliamentary Group on Hunger. You have been invited to take part in this survey as your organisation works with children and is, or will be, providing holiday provision clubs and activities. If you would like to participate, on behalf of your organisation, we invite you to complete the online survey. The survey will take approximately 5 minutes to complete.

What will happen to the information I provide?

The information collected during this survey will be treated in the strictest of confidence and will be used for research purposes only; your name and personal details will not be used in any research findings. You have the option of including your organisation's details. Findings from the survey will be shared and published by the All-Party Parliamentary Group on Hunger in partnership with Northumbria University's Healthy Living Lab.

How will the information be stored and used in the future?

All data will be stored in accordance with the University's guidelines and the Data Protection Act (1998). The information collected will contribute to a PhD thesis and maybe used in future presentations and publications but no personal information will be disclosed.

How can I withdraw from this survey?

If for any reason you decide to withdraw your information from this survey, please contact Emily Mann on the email address provided, within one month of taking part. After this date it might not be possible to withdraw your information as the results may have already been published. As all information is made anonymous, your individual information will not be identifiable.

Who has reviewed this study?

The Faculty of Health and Life Sciences Research Ethics Committee at Northumbria University has reviewed this study in order to safeguard your interests, and have granted approval to conduct the study. For more information, please contact Emily Mann via email, emily.mann@northumbria.ac.uk

If you are happy with the information provided above and would like to take part, please click on the 'I agree' button below to continue onto the survey. If you change your mind about participating at any time, you can do so by closing the browser and information provided up to that point will be removed from the data set.

Consent Informed Consent Declaration

I understand the nature of the study, and what is required from me. I understand that after I participate I will receive a debrief providing me with information about the study and contact details for the researcher. I understand I am free to withdraw from the study at any time, without having to give a reason for withdrawing, and without prejudice. I understand that my contribution will remain confidential.

☐ I agree (1)

Appendix Aiii: Example of debrief for online survey participants in Study 1

Dear Participant,

I would like to take this opportunity to thank you for taking part in this national survey on holiday provision schemes for children and their families. The purpose of this survey was to identify the location and types of holiday provision schemes and activities available to children and their families. As your organisation provides, or will provide, holiday provision schemes, your contribution to this project is very much appreciated.

All the information we collected during our discussion will be stored in accordance with the Data Protection Act 1998 and will only be used for the purpose of this project. The findings of the research will be included in a PhD thesis and may be included in publications and presentations. Please rest assured, your name and personal information will remain confidential. Should you wish to withdraw your information from this project you can do so by emailing emily.mann@northumbria.ac.uk, within one month of taking part. After this date, it may not be possible to withdraw your individual information as the results may already have been published. If you wish to receive feedback about the findings of this research study then please contact Emily Mann at the email provided. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of the School Ethics Committee, Dr. Nick Neave via email nick.neave@northumbria.ac.uk.

Thank you again for taking part in the research, your contribution was greatly appreciated.

Yours faithfully,

Emily Mann
PhD Researcher at Northumbria University

Appendix Bi: Survey questions for Study 1 Part A

A National Survey of Holiday Provision Schemes for Children and their Families 2016

Q1 Which organisation do you represent?

Local Authority

School

Voluntary or community based group

Housing Association

Church or faith group

Food Bank

Other, please specify

Q2 In which part of the UK is your organisation located?

England:

North East

North West

Yorkshire and The Humber

East Midlands

West Midlands

East of England

London

South East

South West

Northern Ireland

Scotland

Wales

Q3 Please enter the postcode of your organisation:

Q4 Does your organisation operate a holiday scheme or holiday schemes for school aged children?

By holiday scheme we mean clubs and activities operating during the school holidays.

Yes

No, never

No, ceased

Planned for next 12 – 18 months

Q5 What do you consider are the needs for families and children in your community during the school holidays? Tick all that apply

Childcare provision

Food provision

Enrichment activities

Educational activities

Physical activities

Social activities

Safe place for children to play

Wellbeing

Health

School readiness

Crime prevention

Other, please specify

Q6 How many holiday schemes does your organisation operate? (LA question only)

Please answer the following questions for each holiday scheme your organisation operates

Q7 Where is each holiday scheme located? Please tick all that apply.

School
Leisure centre
Youth centre
Community centre
Church or faith hall
Food bank
Park
Other, please specify

Q8 In which holiday periods do you operate? Please tick all that apply.

Christmas
Easter
Summer
Any half term
None of these

Q9 How many holiday scheme places do you offer?

For children aged 0-3 years old _____
For children aged 3-11 year old _____
For children aged 12-18 year old _____

Q10 On an average day how many children attend the club?

Children aged 0-3 years old _____
Children aged 3-11 year old _____
Children aged 12-18 year old _____

Q11 On an average day how many parents attend the club?

Q12 What type of holiday scheme do you provide? Please tick all that apply

Full-day (care provided for a continuous period of 4 hours or more)
Sessional or half-day (a session or half-day is less than a 4 hour continuous period in any day)
Parent accompanied full-day sessions (for a continuous period of 4 hours or more)
Parent accompanied half-day sessions (a half-day session is less than a 4 hour continuous period in any day)

Q13 Is there a charge for attending the holiday scheme?

Yes
No

Q14 Do you offer concessionary places? By concessionary we mean free, subsidised or discounted places.

Yes
No

Q15 Who do you offer concessionary places to?

Families in receipt of universal credit: yes, describe discount / no
Families in receipt of Employment and Support Allowance – yes, describe discount / no
Children eligible for free school meals yes, describe discount / no
Children who are referred - yes, describe discount / no
Siblings - yes, describe discount / no
Other, please specify and describe discount

Q16 Do you offer places to children with Additional Support Needs?

Yes
No

Q17 Do you provide transport to your scheme?

Yes

No

Q18 What is offered at the holiday scheme? Please tick all that apply

Educational activities

Craft activities

Physical activities

Cookery

Off-site visits or activities

On-site advisory services provided for parents / carers

Off-site advisory services signposted for parents / carers

Other, please specify

Q19 Does the holiday scheme provide food?

Yes

No

Q20 What type of food is offered? Please tick all that apply

Breakfast

Cooked Brunch

Packed Lunch

Cooked Lunch

Snack

Food ingredients for families to cook with

Other, please specify

Q21 Is there a separate charge for the food?

Yes

No

Q22 If yes:

Less than £1

More than £1

Pay as you feel

Other please specify

Q23 Do children eligible for Free School Meals (FSM) or Pupil Premium pay for food?

Yes, full amount

Yes, discounted – please specify discount?

No

Q24 Are families referred to the holiday scheme?

Yes

No

Q25 If yes, how are they referred? Please tick all that apply

School
Health Professional
Social Services
Housing Association
Family Support Teams
Job Centre Plus
Self-referral
Faith Group
Other, please specify

Q26 How do you advertise or communicate the holiday scheme? Please tick all that apply

Leaflet
Poster
Word of mouth
Library
Schools
Article or advert in local paper
Health professionals
Social Services
Job Centre Plus
Citizen Advice Bureau
Social media
Other, please specify

Q27 How many paid staff members are employed on the holiday scheme?

Q28 Is staff training provided for paid staff members?

Yes
No

Q29 If yes, what training is provided? Please tick all that apply

Child Protection Training
First Aid Qualification
Food Handling Training
Data protection
Safeguarding vulnerable adults
Other, please specify

Q30 How many volunteers / unpaid staff members help to run the holiday scheme?

Q31 Is staff training provided for volunteers / unpaid staff?

Yes
No

Q32 If yes, what training is provided? Please tick all that apply

Child Protection Training
First Aid Qualification
Food Handling Training
Data protection
Safeguarding vulnerable adults
Holiday Programme volunteer training
Other, please specify

Q34(a) Do you work with partners to deliver the holiday scheme?

Yes
No

Q34(b) If yes, please specify which partners you work with. Please tick all that apply

Council Departments

Public Health

Schools

Food bank

Food suppliers

Third sector

Sports organisations

Sponsors

Other, please specify

Q35(a) Have you experienced barriers in setting up the holiday scheme?

Yes

No

Q35(b) If yes, please list the top 5:

Q36 What would be useful for you to help with Holiday Provision?

Local and National Policy

Government Funding

More guidance

A national portal to access training /information

Training

Other please specify

Q37 Have you any last comments you would wish to make about your provision?

The All Party Parliamentary Group on School Food's Holiday Hunger Task Group is currently undertaking a mapping of holiday food provision schemes across the UK. This is to assess the level of need and help make the case for government support and funding. They should like to include as many schemes as possible in this research so that families can be signposted to local projects. If you would like the details of your holiday scheme to be made available please provide the following information:

Name of Holiday Scheme

Postcode of Holiday Scheme

Telephone contact number and/or email address

Website (if you have one)

If you would prefer your details not to be public but would like to support the mapping of need please supply your postcode only.

Appendix Bii: Survey questions for Study 1 Part B

A National Survey of Holiday Provision Schemes for Children and their Families 2017

Q1 Does your organisation provide a holiday club(s) for school aged children?

- ☐ Yes (1)
- ☐ No (2)

Condition: No Is Selected. Skip To: End of Survey.

Q2 In which part of the UK is your organisation located?

- ☐ North East England (1)
- ☐ North West England (2)
- ☐ Yorkshire and The Humber (3)
- ☐ East Midlands (4)
- ☐ West Midlands (5)
- ☐ East of England (6)
- ☐ London (7)
- ☐ South East England (8)
- ☐ South West England (9)
- ☐ Northern Ireland (10)
- ☐ Scotland (11)
- ☐ Wales (12)

Q3 Which organisation do you represent?

- ☐ Local Authority (1)
- ☐ School (2)
- ☐ Voluntary or community based group (3)
- ☐ Housing Association (4)
- ☐ Church or faith group (5)
- ☐ Food bank (6)
- ☐ Other, please specify: (7) _____

Q4 When did the holiday club begin? (Please enter month and year)

Q5 How is your holiday club staffed?

- ☐ Paid staff (1)
- ☐ Volunteers (2)
- ☐ Mixture of both (3)

Q6 Does your organisation work in partnership with other organisations to deliver the holiday club?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know (3)

Q7 Is there a charge for attending the holiday club?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't know (3)

Display This Question:

If Is there a charge for attending the holiday club? Yes Is Selected

Q8 How much do you charge per child, per session?

Q9 On average how many children attend the holiday scheme per session?

0 - 4 year olds (1)

5 - 11 year olds (2)

12 - 18 year olds (3)

Q10 On average how many sessions to you deliver per week?

Q11(a) Do parents attend the holiday club?

☐ Yes (1)

☐ No (2)

☐ Don't know (3)

Display This Question:

If Do parents attend the holiday club? Yes Is Selected

Q11(b) On average how many days per week do parents attend the holiday club?

☐ 1 day (1)

☐ 2 days (2)

☐ 3 days (3)

☐ 4 days (4)

☐ 5 days (5)

☐ Other, please specify (6) _____

Q12 What is offered at the holiday scheme? Please tick all that apply

☐ Educational activities (1)

☐ Craft / art activities (2)

☐ Physical activities (3)

☐ Cookery (4)

☐ Off-site visits or activities (5)

☐ On-site advisory services provided for parents / carers (6)

☐ Off-site advisory services provided for parents / carers (7)

☐ Other, please specify: (8) _____

Q13 Do you provide food at the holiday club?

☐ Yes (1)

☐ No (2)

☐ Don't know (3)

Condition: No Is Selected. Skip To: End of Block. Condition: Don't know Is Selected. Skip To: End of Block.

Q14 Which meals are served? Please tick all that apply

☐ Breakfast (1)

☐ Lunch (2)

☐ Snacks (3)

☐ Other, please specify (4) _____

Display This Question:

If Which meals are served? Please tick all that apply Lunch Is Selected

Q15 On average how many lunches are prepared and served in total each week?

Hot lunches (1)

Cold lunches (2)

Q16 Has your holiday club always served food?

☐ Yes (1)

☐ No (2)

☐ Don't know (3)

Do you believe your holiday club will have the resources to provide ...

	Yes (1)	No (2)	Don't know (3)
Q17 same number of meals next year? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18 more meals next year? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 Please enter the name of your holiday club:

Q20 Please enter the postcode of your holiday club:

Appendix C: Descriptive statistics for Study 1

Table C1. Location and type of organisation delivering holiday provision

	2016	
	N	%
<i>Location of organisation:</i>		
East Midlands	27	10.5
East of England	8	3.1
London	40	15.6
North East England	29	11.3
North West England	26	10.1
South East England	16	6.2
South West England	30	11.7
West Midlands	21	8.2
Yorkshire and The Humber	16	6.2
Scotland	16	6.2
Wales	21	8.2
Northern Ireland	7	2.7
<i>Type of organisation:</i>		
Voluntary or community based group	84	32.7
Local Authority	57	22.2
Church or faith group	42	16.3
School	27	10.5
Food bank	3	1.2
Housing Association	5	1.9
Other	38	14.8

Table C2. Number of holiday clubs operated by an organisation and the school holidays when holiday clubs are delivered

	2016
	N
<i>Number of holiday clubs operated by organisation</i>	
<i>n=229</i>	
1	170
2 or more	59
Total	229
<i>School holidays when holiday clubs are delivered</i>	
<i>n=207</i>	
Summer	192
Easter	137
Half Term	138
Christmas	76
None	1

Table C3. Crosstabulation of type of holiday scheme, location of holiday club and transportation by type of organisation delivering holiday club

	Type of organisation delivering holiday club 2016							
	Local authority	School	Voluntary /community group	Housing association	Church / faith group	Foodbank	Other	Total
<i>Type of holiday scheme provided by organisation</i>								
<i>n=189</i>								
Full day	16	15	33	2	2	0	19	87
Half day or sessional	18	6	35	0	13	1	9	82
Parent accompanied full day	2	2	5	0	2	0	1	12
Parent accompanied half day / sessional	8	2	12	3	20	1	4	50
<i>Location of holiday club</i>								
<i>n=208</i>								
School	15	22	9	1	7	0	20	74
Leisure Centre	8	0	1	0	0	0	2	11
Youth Centre	9	0	8	0	0	0	1	18
Community Centre	14	0	37	3	8	1	6	69
Church of Faith Hall	6	0	7	2	28	1	4	48
Food bank	0	0	0	0	1	1	1	3
Park	5	0	7	1	3	0	2	18
Other	13	1	18	2	5	0	11	50
<i>Transport provided to holiday club</i>								
<i>n=191</i>								
Transport provided	4	1	15	1	5	0	5	31
No transport provided	30	18	53	3	31	2	23	160

Table C4. Types of partner agencies which organisations collaborate with to deliver holiday provision

	2016	
	N	%
<i>Collaborate with partner agencies to deliver holiday clubs</i>		
<i>n=189</i>		
Collaborate with partner agencies	115	60.8
Do not collaborate with partner agencies	74	39.2
<i>Types of partners agencies collaborate with to deliver holiday clubs</i>		
<i>n=115</i>		
Council Dept	58	
Public Health	21	
School	60	
Food bank	32	
Food suppliers	38	
Third sector	55	
Sports organisations	44	
Sponsors	23	
Other	35	

Table C5. Types of activities and food provision delivered at holiday clubs

	2016	
	N	%
<i>Types of activities offered at holiday club</i>		
<i>n=194</i>		
Educational Activities	125	
Craft / art activities	174	
Physical Activities	172	
Cookery	135	
Off-site visits or activities	107	
On-site advisory services for parents	25	
Off-site advisory services for parents	15	
Other Activities	29	
<i>Provision of food at holiday club</i>		
<i>n=193</i>		
Holiday club provides food	151	78.2
Holiday club does not provide food	42	21.8
<i>Type of food offered at holiday club</i>		
<i>n=152</i>		
Breakfast	51	
Cooked brunch	5	
Packed lunch	29	
Cooked lunch	79	
Snack	85	
Food ingredients for family to cook with	21	
Other	18	
<i>Charge for food provision at holiday club</i>		
<i>n=151</i>		
Families charged for food provision	17	11.3
Families not charged for food provision	134	88.7

Table C6. Referral agencies used by holiday clubs

	2016	
	N	%
<i>Referral system used by holiday club</i>		
<i>n=192</i>		
Referral system used by holiday club	93	48.4
No referral system used by holiday club	99	51.6
<i>Partner agencies used to refer families</i>		
<i>n=93</i>		
School	74	
Health professional	43	
Social services	48	
Housing association	20	
Family support teams	50	
Job Centre Plus	7	
Self-referral	51	
Faith group	20	
Families referred by other	18	

Table C7. Cost of accessing holiday club

	2016	
	N	%
<i>Organisation charges for users for holiday club</i>		
<i>n=197</i>		
Yes	76	38.6
No	121	61.4
<i>Cost of attending a session</i>		
<i>n=95</i>		
Holiday Scheme Charge £: Child		
Up to £5	18	
More than £5	52	

Table C8. Number of organisations experiencing barriers with establishing holiday club

	2016	
	N	%
<i>Barriers setting up holiday club</i>		
<i>n=187</i>		
Organisation experienced barriers	78	41.7
Organisation has not experienced barriers	109	58.3

Table C9. Food provision at holiday clubs

	2017	
	N	%
<i>Food provided at holiday club</i>		
<i>n=467</i>		
Organisations providing food	429	91.9
Organisations not providing food	38	8.1
<i>Average number of hot lunches are prepared and served in total each week</i>		
Up to 50	103	
51 - 100	65	
101 - 150	24	
151 - 200	16	
201 or more	33	
<i>Average number of cold lunches are prepared and served in total each week</i>		
Up to 50	79	
51 - 100	26	
101 - 150	17	
151 - 200	11	
201 or more	16	

Table C10. Attendance at holiday clubs

	2017	
	N	%
Average number of pre-school children (0-4 year olds) attending each session		
Up to 10	132	
11 - 20	34	
21 - 30	8	
Over 30	8	
Average number of primary-school aged children (5-11 year olds) attending each session		
Up to 10	89	
11 - 20	105	
21 - 30	78	
Over 30	134	
Average number of secondary-school aged children (12-18 year olds) attending each session		
Up to 10	133	
11 - 20	45	
21 - 30	15	
Over 30	28	
<i>Parents attendance at holiday club</i>		
Yes	245	53.5
No	210	45.9
Don't Know	3	0.7
<i>Average number of days per week parents attend holiday club</i>		
1 day	92	42
2 days	40	18.3
3 days	26	11.9
4 days	10	4.6
5 days	31	14.2
Other	20	9.1

Table C11. Staffing at holiday clubs

	2017	
	N	%
<i>Staffing of holiday clubs</i>		
Mixture of paid staff and volunteers	281	54.7
Paid staff	125	24.3
Volunteers	108	21

Appendix Di: Policymaker and key stakeholder invite and information for Study 2

Dear

I am undertaking research into the impact of holiday provision schemes. As your organisation is responsible for implementing or managing a holiday provision scheme, I would be grateful if you would consider participating in this research project. The aim of the research project is to understand the views of key stakeholders and policy makers responsible for designing, implementing and managing holiday provision schemes and I am inviting you to participate in a one to one discussion about the holiday provision scheme. I have attached an information sheet with further details on this research project.

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of the Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

If you require any further information about the research, please contact me via email at: emily.mann@northumbria.ac.uk .

Thank you for taking the time to consider this information. Any help you can provide with this project would be greatly appreciated.

Yours faithfully

Emily Mann
PhD Researcher
Northumbria University

Information for Participants

Project Title: An investigation into the views of policymakers and key stakeholders responsible for implementing holiday provision schemes

Researcher: Emily Mann [emily.mann@northumbria.ac.uk]

What is this project all about?

I am carrying research into the impact of holiday provision schemes on children and their families. I would like to find out about the views of key stakeholders and policy makers responsible for designing, implementing and managing holiday provision schemes.

A recent report illustrates that staff members of holiday clubs viewed the clubs as a valuable source of support for children and adults by providing food, activities and learning experiences and staff members were keen to see these clubs implemented on a wider scale.

As a key stakeholder who is responsible for designing, implementing or managing the holiday provision scheme, I am interested to find out about your views of the holiday provision scheme.

What will I be asked to do?

If you would like to participate in this research you will be invited to participate in a discussion about your views of the holiday provision scheme.

An appropriate time will be organised with yourself for the discussion. Your discussion with the researcher should take approximately 30 minutes, depending on how much you want to talk about these topics.

You will not be expected to answer any questions that you do not feel comfortable answering and if you are asked a question, which you do not want to answer, this is fine. In addition, if you arrive to take part but change your mind, you are free to leave the discussion at any time.

All discussions will be recorded and transcribed for research purposes. The findings from this research will be summarised to provide a general perspective of the views of key groups towards holiday provision schemes.

What will happen to the information I provide?

The information provided by you will be stored securely in accordance with the Data Protection Act 1998, and electronic information will be password protected. The information provided by you will only be accessed by the researchers working on this project for the purpose of this project.

The research team has put into place a number of procedures to protect your confidentiality. You will be provided with unique participant numbers that will be used to identify any information you provide. Your name or other personal details will be stored securely and kept separate from the information you provide in the questionnaires.

The information collected via these discussions will be summarised and will contribute to a PhD thesis. It may also be used in publications and presentations, but your identity will always remain confidential.

Will our answers remain confidential?

Yes, your name will not appear on any of the data collected for this project. All participants will be identified according to a unique participant number only.

How will our information stored and used in the future?

All information will be stored securely and destroyed in accordance with the Data Protection Act 1998. The information may be used in future presentations and publications about the project but no personal information, such as names, will be disclosed.

Has this project received appropriate clearance?

This project has been approved by the Faculty of Health and Life Sciences Ethics Committee at Northumbria University.

How can I withdraw from the project?

If for any reason you decide to withdraw your participation or information from this project, please contact me on the email address provided, within one month of your taking part. After this date it might not be possible to withdraw individual information because the results may have already been published. As all information is anonymised, your individual information will not be identifiable.

How can I find out more?

For more information please contact Emily Mann via email: emily.mann@northumbria.ac.uk.

What do I do if I decide I want to take part?

Please find attached the consent forms. If you want to take part, please complete the form. All the information you provide in these forms will be stored securely and your personal details will remain confidential.

Thank you for reading this information leaflet

Appendix Dii: Policymaker and key stakeholder consent form for Study 2



Participant Consent Form

Fill this form in if YOU want to take part in the research		
Your Personal Details		
Title: e.g. Mrs, Mr, Ms etc.	Surname: Please write your last name.	Forenames: Please write your first name.
Please confirm that you agree with the following sentences by providing your signature below:		
I have read and fully understood all the information provided about the project.		
I understand that if I would like further information about the project I should contact Emily Mann		
I understand that I am free to withdraw my participation from the project at any time, without having to give a reason and without prejudice.		
I understand that the interview will be recorded		
I understand that information collected from the recordings might be used in presentations and publications, but the actual recordings will be stored securely and will only be accessed by the research team.		
I understand that information collected from the questionnaires might be used in presentations and publications.		
I give my consent to take part in this research project.		
Signature of Participant:..... NAME IN BLOCK LETTERS: Date: Signature of researcher..... Date.....		

Appendix Diii: Policymaker and key stakeholder debrief form for Study 2

Dear

I would like to take this opportunity to thank you for participating in the research project undertaken by myself from Northumbria University. Your contribution was vital in helping us to understand the views of key stakeholders and policy makers responsible for designing and implementing holiday provision schemes. The aim of this project was to gain an overarching picture of the views of those at the centre of this scheme. We wanted to identify perspectives at an individual, family and community level, and therefore, your perspective as a stakeholder in the holiday provision scheme was extremely valuable.

All the information we collected during our discussion will be stored in accordance with the Data Protection Act 1998 and will only be used for the purpose of this project. The findings of the research will be included in a PhD thesis and may be included in publications and presentations. Please rest assured, your name and personal information will remain confidential. If for any reason you would like to withdraw your contribution to this project, please contact Emily Mann via email emily.mann@northumbria.ac.uk, within one month of taking part. After this date, it may not be possible to withdraw your individual information as the results may already have been published.

Finally, if you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of the School Ethics Committee, Dr. Nick Neave via email nick.neave@northumbria.ac.uk. Many thanks again for your help with this project.

Yours sincerely,

Emily Mann
PhD Researcher, Northumbria University

Appendix E: Policymaker and key stakeholder interview schedule for Study 2

Study 2: Interview schedule

Section A: Outline of current holiday provision

Please could you tell me about your holiday provision scheme and what it offers to children and their families?

What are the needs in your community for this type of holiday provision scheme? What evidence do you have?

Has there always been a need for this type of provision? Why are you responding now?

Whose responsibility is it to provide assistance for families in need in your community?

Section B: Management & delivery of holiday provision

Please could you tell me about your organisation's role in designing, implementing and managing the holiday provision scheme?

Please could you tell me about the partner agencies you work with to deliver this scheme?

How is this scheme funded?

How did you decide on the location of the holiday provision scheme?

How was this holiday provision scheme communicated or marketed to the community?

Section C: Benefits & Outcomes of holiday provision

Overall what do you think children and parents have gained from attending the holiday provision scheme?

Overall what do you think are the benefits that this holiday provision scheme provides to the wider community?

How did you recruit staff and volunteers? (Probe: Training)

How were children and families selected to attend? How was attendance at the holiday provision scheme?

Section D: Challenges of delivering holiday provision & future plans

Were there any challenges with implementing and managing the holiday provision scheme?

Do you think there are any gaps which are not being addressed by the holiday provision scheme?

What could be done to improve the holiday provision scheme in the future?

How sustainable is this holiday provision scheme model?

Appendix Fi: Key stakeholder interview transcript example

Interviewer: *To start with, could you tell me about the holiday provision scheme and what it offers for children and their families in XX?*

Participant: *A very brief overview of what it offers. Obviously we know and there's national statistics of how important it is for children to have food especially during the school periods, for kids on free school meals. We found that by delivering the holiday hunger programme or as we call it the fill the holiday gap programme umm that local mothers, local families were actually telling us that without this they don't think they themselves could have delivered anything like this so in other words they couldn't provide their children with the meal that we did or their community did. So without that they would be missing out. Plus also they struggle in the summer, parents struggle for activities for their children so not only are we giving them a healthy meal and as a family unit but also they are having interaction with other family units that they might not be having in normal circumstances. So the feedback we are getting from them is that this is really important for them.*

Interviewer: *So what are the needs for the community during the holiday period?*

Participant: *It's more than just food, it's a lot more than food. It's about people's ability to socialise, it reduces isolation in families and like I say it's not just the children it can be the mothers as well because a lot of others who spoke to us, confidentially of course, we had a conversation with a lot of them after in 2015. Actually I might have some forms that I might be able to send to you, yeah I have still got some on the system and what they said about it*

Interviewer: *and that the evidence that you used?*

Participant: *yeah we didn't do a mass consultation or evaluation, it was very simplistic in its format but we wrote stuff down so we have some forms that we actually filled out um and at that time we just thought it would be a one-off but clearly is not a one-off*

Interviewer: *why did you think it would be a one-off?*

Participant: *we just thought in XX it would be a one-off, mainly because of capacity. The officers who facilitated this for me in my team, I didn't know if they would have jobs here next year in the summer, so we couldn't say to people straight after the events had finished, oh well we'll see you next year, it just wasn't an option. It wasn't until January or February the following year that we could contact them because that's when we found out that we had jobs. That sounds odd but unfortunately that's the way of local government at the moment, you don't know you sit. So you couldn't, in a lot of cases, do forward planning and again the same thing this year. For all we know at Christmas this year or in February we could all get our at-risk letters ... so for that reason we didn't want to forward plan or raise expectations in the community that this was going to happen next year, that'll be all singing all dancing, all we could say was that we'll try and see if we could offer it.*

Interviewer: *did you have any other evidence of the need for holiday provision?*

Participant: *well certainly the evidence that we gathered as a team, and we are lucky because we have an intelligence unit within the Council, um they gave us the IMD data and the free school meal data. Remember most of the groups we did on targeted groups in areas where we know that there are a high uptake the free school meals and if it's not high uptake of free school meal, we have high levels of poverty, low wages, high unemployment um one of the things we use is the amount of rent arrears, now we don't ask any details on that, what we would say to an officer within a housing company, within this certain neighbourhood, is there a problem around the payment of rent and the answer is yes and it is even rent, it's just their water rates. A lot of people are in arrears by several hundred pounds only on their water rates because they rent is paid*

through income support so debt is a massive issue. And of course with all the changes to the benefit structures that was just a no-brainer that people would be affected and it would affect families more than anyone because the family tax credit has changed. So again we talked to officers about that and how does that impact and it actually impacts on the families in the neighbourhoods that we know it's going to effect on, that's the irony of it, the changes in benefit not only affect generally across the board, it over affects those communities which have got the worst IMD levels in the first place. So that's how we use the evidence in those neighbourhoods. We have a team who have worked in XX for a lot of years and we know that what we would call a hotspot within quite an affluent community, example XX, just across the road, two hundred yards down the hill is a place called XX, high private rental sector, a lot of people have been housed down there who have been evicted from council properties and now have to have private rental for whatever reason, whatever it might be. So straight away you are getting a dynamic in a community and it goes right the way through the family structures.

Interviewer: So rather than targeting families, you targeted communities?

Participant: We went for communities but we used a lot of the indicators, like free school meals, like people on income support, low income, all of that sort ... we used as many as we could but whatever way we looked at it, there's always about 12 neighbourhoods in Gateshead that would be top of the list and we know them.

Interviewer: So what is XX Council's role in designing, managing and implementing this holiday scheme?

Participant: I did a little, not a briefing note, but a bullet note for some other of our ward councillors that asked the very same question and actually what we do is to facilitate, we don't run them at any level. Our job is to as a team within the council, our job is to enable to facilitate the events through enabling local people to raise to the challenge so we can offer them training and support so it gets them to the point where they are able to deliver their own fill the holiday gap holiday hunger project. That maybe things around basic food hygiene course so they fill confident in the kitchen and they don't feel as if people will say do you have a qualification to do that, because people do say that, health and safety, first aid ... um but more importantly feeling part of a community for them because they feel like they are achieving something in those communities. So throughout it all we only facilitate it, we didn't tell people, we asked them is this something you think will be important for your community, would it make a difference and every one of them said yes so if they hadn't of said that, we would have moved and went somewhere else and give our services to another community because if they don't want to improve or deliver, we haven't got the capacity to afford them so we'll support them through that. The only actual part of our holiday hunger, fill the holiday gap programme that we run fully is the celebration event and that's like a thank you from us and we all go there and we deliver to them. So they all come for their meal, for their free events and our catering team, our facilities team, our neighbourhood management team deliver everything for them on the day and that's our thank you to them really plus is an opportunity to integrate, mingle with other groups that have delivered similar projects and sit down and talk about it and share ideas so that's all we do.

Interviewer: You also have the mobile crèche for when you offer training to provide under-fives care

Participant: Yeah and that was part of the funding as well obviously that is run through, you have to hire the crèche because there are staff on board and wages to be paid so as part of the package that we put together this year of what we call the XX fund, ten percent of the overall payment, the overall fund which was ten thousand went to the crèche mobile. In saying that, that went to about 12 venues so it was value for money and if you don't have a crèche for some of the parents, they can't engage because you can't do a course on food hygiene or first aid if you've got a two year old running around your ankles so that's what the crèche mobile was for and it seemed to work really well and that was a first for us, we didn't have that last year. A lot of the training for our

volunteers is almost ongoing for our team because we're a capacity building team so a lot of the communities we work with on holiday hunger there are our target communities anyway so we've probably worked with them at least once or twice in the previous three or four months so you'd probably find that the girls at XX who were delivering the holiday hunger, six months ago we were training them in first aid. Now that was nothing to do with the holiday hunger, that was to do with their capacity, their willingness and their needs but that first aid fitted perfectly in with what we were going to deliver at a later date so do training anyway and we offer further after support because sometimes the groups come to afterwards and say what can we do now because they have done something for a day a week for 5 weeks and if it's on a Wednesday, now on their Wednesday they've got nothing to do now so we get a lot of that coming back too now. People saying what can they do now. And that's when the volunteering team come in and we're the volunteering team too so that's when we step in. So that's another element of it.

Interviewer: What partner agencies do you work with?

Participant: *We work with Public Health, they obviously give us a lot of direction and updates on what the priorities are in XX around the Public Health agenda so that's useful for us. XX Foodbank delivered 5 tonnes of food to the holiday hunger project this year, 5 tonnes of food was picked up or delivered by XX Foodbank and that's an incredible amount of food. And I know it's all tins so it's heavy anyway but it's a lot of food. Umm local churches have been key this year and we have got 2 or 3 more churches involved, umm 2 more Methodist churches were involved this year. Local shops I found interesting because some of the mums have a relationship with the local, very local shop and they would go in and tell them what they were doing and the local shopkeeper would give them some frozen meat or come back and I'll give you a few loaves of bread or whatever it might be so they've got them links now so that's good*

Interviewer: and partnerships with other council departments too?

Participant: *Yeah we have the wellness service, that's when the wellness coaches come out and work with individuals around a life style change for them so they've come out and we've had the health activators as well have come out and sport activators and they've been delivering some sport activity for parents and for the children. Uh Tesco have been a great help this year. Tesco have come out, they have had a programme going during this summer where their staff have been teaching children how to cook healthily in Tesco stores, I don't know if you've seen it in the stores itself, they actually brought all of that to XX, XX and ?? and did it on site for them and that was absolutely fantastic. They brought all the food, all the materials and I think the groups have now developed a relationship with Tesco and some of the groups don't need us anymore and that is great, we need to have an exit strategy and that is perfect for us, so that was great. Um Hilton Hotels supported one group in particular, XX, where they had two of their executive chefs coming down, you think how do they do that. XX that is a charity in XX that train um community groups how to cook on a budget and they were involved as well. And obviously we've also had our ward members attending, our ward councillors came to the events.*

Interviewer: So who arranges or coordinates the relationships with the agencies?

Participant: *Initially like I say, a lot of the facilitating of the events was done by us where we would signpost people to the appropriate place to go or we would speak to the third party and give them the contact details of the community organisation. That's the perfect model because they then build that conversation up and that has tended to what happened. Um we have always tried to get the group, if at all possible, to plan and deliver their own event. They might need a bit of help to start with but once you actually sit down and they get their teeth into it, then off they go and just do it. We have had a lot of support from a lot of places across XX. Schools have helped us this year, umm a couple of schools offered their premises this year, we didn't use them. Our catering team supported it. Interestingly the suppliers of XX Council, the food suppliers, the private food suppliers, supplied us with food for our celebration event. So they supplied all the food for that and they supplied that free of charge. Our facilities management team who manage all the*

facilities in XX, they've let use the ones that they manage and they would have normally had to pay for that cos it was holiday hunger, they let them have it for nothing, so that was a really nice gesture as well, cos that can be a really big cost for a group if you have to pay 60 pounds a day for a building or even a large room so before you even started considering the food or the activities you've got 60 pounds to pay out so that was excellent that that happened. Um so we've had support from all over and we've got a really good database of contacts now that we can link into and I'm sure the groups have others that we don't know about, I'm convinced of that. And that's what we want. Eventually XX facilities are going to move from communities to schools from next year, that's our plan to start building in sustainability from using school buildings and using the structures from within schools but the community organisations that have delivered for the last 2 years, they're still going to want to do it so if we didn't let them take control themselves and manage it themselves, when we leave, it would just fall around us and that's not what we want, we want them to be sustainable. So we're hoping, and I'm sure it will happen next year that there'll be a large percentage of those 20 groups who will be back in touch saying can you offer any support and if not where can I get from because I want to run it again this year.

Interviewer: *So you had funding for this year but next year ...*

Participant: *We just don't know. There'll be nothing stopping an individual group from applying to XX Fund. You know they can apply for 500 pounds themselves. XX Fund is now managed, sorry, administered through the community foundation so they administered the fund for XX. So that's where we got 10 thousand pounds this year from and it roughly worked out at 500 pounds per group, some got a little bit more and some got a little bit less depending on their application. But 500 pounds seemed to be the figure that enabled most of the groups to run 4 events, uh, 4 days through the summer. The majority did 4, some of them did 2 or 3 but the majority did 4 and it's all the other support, the foodbank in particular that cuts down a lot of the dried food costs so mainly it's the, the main costs for them now for XX is fresh food, you know fresh fruit, salad, meat that you can't get from a foodbank.*

Interviewer: *So with marketing and communicating the events was this left to the community groups to do or did XX council get involved?*

Participant: *Initially, in the first year, we did try doing some marketing but it didn't work, it really didn't work at all. We found through, not just this event of holiday hunger, but we found through experience of running other events but at a local level, a neighbourhood level, now the best way to run an event is through Facebook, free advertising, free everything and you'll get hundreds of people turning up. It's absolutely amazing, I don't use Facebook myself but most of our groups use Facebook and it's incredible the networks they can set up so that's been a bit of a change for us. Facebook has been a big thing. The groups promoted their own and use word of mouth. On the estates, because if you look at basically our 20 programmes that ran this year they are based or very close to a large local authority estate and it's the networks that the families that live on those estates that help us and some people see that as a negative but I see it as a positive because of those networks, if people start to talk positively about changes, you start to get those really hard to reach families. Of course this year we had 2 BME events, we had XX for Syrian families and other refugees down in the Methodist church in XX and that went really really well and then we had the XX, did you manage to get to the XX?*

Interviewer: *I went to the first one which no one attended*

Participant: *the second one was absolutely chocked and the one difference here was there was a group of refugees and asylum seekers who did all the cooking with their children and what they did was invite the local community who lived close to XX to bring their families in to have lunch. So we had people who probably thought who are those people going into XX now meeting them and realising they're just like them, they're just families. It was amazing, a great day. So that was something new, we didn't have the BME communities last year, so that was something new and that might expand into other projects now this year.*

Interviewer: So with XX, being the first year, have they learnt the lessons of running this type of project?

Participant: Some of the new groups this year struggled in their first event and I suppose getting back to marketing again it was having the ability because unfortunately the BME community, a lot of them don't use Facebook, they might use text but don't use the Facebook model. So it was word of mouth again and considering the BME communities might not see each other from one month to another, it's not like a typical British community that all live close to each other, work with each other and pass each other in the street, they're quite separate around the communities, they are all spread out across Gateshead and come together at the Methodist church. I see an off shoot from the 'fill the holiday gap' from this year which I don't know if you knew about, we had a Syrian barbecue at XX where all the families there wanted to put something on. At XX they had a huge barbecue and we had about 300 people attend and we had some chefs from the Syrian restaurants in XX came and cooked. So that came out of the holiday hunger programme cos some of them came to the holiday hunger programme and came to the information events so to thank the people on the estates, they put a barbecue on for them which was fantastic and the food was extraordinary and we had Syrian dancing in the hall as well. It was amazing. So that's what I'm saying, the holiday hunger programme just doesn't feed people, it brings them together

Interviewer: so what do you think children and parents have gained from attending these projects?

Participant: I know that people use this word all the time but the community cohesion that this builds in communities is just extraordinary. People sit down, eat and talk together who have never done this before. We have kids in a youth club at XX who sit and eat their dinner at nights, they don't even do that at home. Now that youth club is part of the benefits and the added ... uh, what's the word I'm looking for, it's more like an extra value sort of thing coming out of holiday hunger, the youth club now sit together because they did it during holiday hunger, they do it at the youth club. They now sit at a table and have their tea together with their mums and all the mums they say they never did that before. So community cohesion, bringing people together, bringing barriers down on estates, dead important when we have a lot of BME communities that are now living amongst British families, having events like that enables people to get to know each other so there isn't a barrier with that person over there who comes from some country or another and I'm not going talk to them. We get them into the fill the holiday gap we eat and we talk and the barriers come down. So that is fantastic. And I think overall it is confidence for communities and maybe didn't have confidence and maybe didn't think they could actually deliver this and like I said it wasn't us who delivered it, I'm the worst cook in the world, you wouldn't ask me to do anything, they delivered it. Now 2 years ago they couldn't do that, they would have ran a mile if we said now look do you want to put this event on but now with training, better networking. One of the girls runs the café at XX, she's got a job and she's been employed. So it's a whole range of things that it offers people and actually more than anything I suppose it builds their aspirations, does that make sense, they want to do more. Cos it's like I said, when it's finished, when the events over, it's like what are we going to do now. They start to realise then, this is the feedback I'm starting to get from my officers and when I have conversations face to face with some of the groups themselves, they're starting to ask us what else can we do. So it might be can I do more volunteering or it might be in like for one or two of the mums is XX can you get us jobs. And just to have someone say that to you, it's like what ... and then you have to say well not really but I'm going to make every effort to get someone here who can give you a lot of advice and we get our employment team who can come in and we had them out on some of the events. The Jobcentre Plus came out to some of the events, offering advice, and we were a bit worried about that because it can be a bit worrying for some people but they were great, they were community orientated, the two officers that came out, they weren't like people would expect in a JobCentre Plus. So they had obviously had worked in communities before and gave them really good advice around their benefits, how much volunteering they can do, how much work they can do before they lose any of their benefits because you can work a little bit as well. So all of that they knew nothing about and now they know more. So that was really good.

Interviewer: So recruiting staff and volunteers for the holiday provision clubs, was that difficult for these organisations?

Participant: I suppose in the first year, if I can go back to 2015 and the events then, that was quite a challenge for everyone involved and our team did an awful lot of work but luckily for us, we are a capacity building team, and a lot of us have worked in Gateshead for a lot of years, we had a lot of networks available to us already, we had a lot of contacts but we still had to make sure that this was something that the community wanted and wasn't something that we were imposing on them. So when we explained the reasons for running a fill the holiday gap programme in their estates or their community centre, they had to want to do that and when we seen that they wanted to do it then we could then say well we can offer you more than that, we can offer you A, B, C, D, training, support, partner involvement. We're there, not every week but most of the year and we are always there at the end of an email or telephone so that is really, that helps, without that network, it would be very difficult to run these programmes. We do get some volunteers who come in through our volunteering programme who will come into the community and help out but they tend to be short term volunteers who'll come in and then go and do something else. The ones who run the programme tend to be long term and residents and part of the community and can see the benefits for their community but very challenging. I remember when I was in XX and there was a presentation by other agencies who were doing similar thing to us and I noticed the volunteer element was not as big as XX. There was a lot of officer led activities that works but we made that mistake in the past and when you get officers in without an exit strategy, you end up with a community that won't be move forward and are very reliant.

Interviewer: So you are relying on volunteers who have the skills and the motivation to take this on?

Participant: Yes, absolutely and sometimes, it's like we said, sometimes they haven't got the motivation, they haven't got the skills. It sometimes the communities themselves, and the people we work with already, who, when we are not there, will say to them look the team will help you, they will raise your confidence, have a go at it. And it's not us telling them, it's the community telling them and that's a bit sea change cos before it would be oh go down the council, they'll sort you out.

Interviewer: So how long has this change been taking place?

Participant: Well for us, in XX, this hasn't been a short term change, this is something we have been developing for a lot of years. And I think when communities need projects like this, without that long term investment that XX council really have put in over the years, into those communities, it would be difficult to see. I find it very difficult if I went to a town that has never run this type of thing before, I think it would be very difficult to get 10 community groups to run this kind of programme. For me, the biggest thing within a community for our officers, for my team, is the word trust. They trust what we do, they know when we ask them or make a request of them that we are doing it for the best of purposes and we are doing it for the community and not for the council. And they trust us on that. So that when we come in, they know it's for them. We have no agenda behind it. We are paid by the council to develop communities and build capacity within communities, yes we have KPI's to reach but that is just part of life, you know. I wouldn't lose sleep if I didn't hit my KPI's next month but I might lose sleep if I didn't deliver that programme.

Interviewer: What sort of challenges did you find implementing this programme?

Participant: Yeah there's a few I think. The main thing is without a little bit of seed funding, you couldn't run a holiday hunger project, you couldn't do it for free, for totally for free, it's virtually impossible. I'm not saying there isn't a community group out there that could prove me wrong because I'm sure there is but on the scale that we run it at, with 20 and then going to 10 schools next, you will need seed funding. I'm not talking about big money here, I'm talking about hundreds

of pounds for each group not thousands so that element is dead important. There has to be somewhere for community groups to go to get the support and to get someone to guide them and help them through the process so I think that's a big challenge. So that's a challenge not just for community groups but for us as well because around our capacity, how can we keep it going and for us it's around sustainability. So the biggest challenge for XX, right from day one, when we first started the programme in January 2015 when we first got involved, we've been planning and thinking of an exit strategy and a sustainability project. We see that schools, schools could be a big deliverer of this but saying that it doesn't mean it has to use the structures within the schools, the community could run the structures within the schools, we need the schools to buy into that thinking. There still might be a little bit of cost though, it might be around caretaking costs, for health and safety there will need to be someone professional on the site, and possibly, definitely someone professional in the kitchen. So even with that sustainable model, there will still be an element of cost. So do the Friends of schools groups raise money throughout the year so they can run their summer programme because for most of the groups that is the key area, the most key part of the year. So they do fundraising based on their summer provision and that money would offset the payments because they couldn't pay the caretaker, the council wouldn't let them, so would have to somehow come to some agreement where the friends of groups would buy some equipment for the playground and the school would offset that with caretaking costs. Or the Pupil premium could do that as well and some of the head teachers we have already spoken to have said about pupil premium and two of the specific schools from the highest areas of deprivation in XX they are already on that and talking about their whole school coming in during the summer, not just a class but the whole school, one day a week. I don't know how on earth they are going to do it.

Interviewer: Do you see any gaps which are not being addressed by this holiday provision?

Participant: For me personally, for the model we run in XX, even with 20 groups we are missing people still. We have got 20 localities across XX and we are still missing people. We are still missing people with learning disabilities for example, um ... people with a disability and for me, like I said it's more that just free school meals, it is about that community bit where okay we have got BME communities talking with white British and eating together and talking together but actually we've got no people in wheelchairs coming in and talking to people white British people on their estates. They are still isolated, they are still out on their own and I think I really would like to start and I think that some of the schools have got that message as well.

Interviewer: Do you think you are targeting the right age group as well?

Participant: Well under elevens has predominantly been ours and I think yes because the evidence we have got at the moment is that this is the key part in a young person's development and when they miss things there, that social interaction, that little bit of educational support that possibly they get at some of these events that helps them when they go back to school so that's the base we used it on. But there are other people and this year we had some teenagers, very isolated and hard to reach teenagers, they've come in and they've been fed and interacted and at least they've been given an opportunity to ask questions about what they do next and without that, they would just be on the street. So is it something we could offer again to teenage groups where they could come in and maybe it's not during the day, maybe it's in the evenings and we can say there is hot soup and buns on tonight, look come in, we've got some people who can talk to about a range of things, you don't have to come, I don't know. I think for the thing we have done, we have hit the right target. I think there is more flexibility in this than people are giving it. You could use this in a range of different areas, in a range of diverse ethnic groups, people with disabilities, right the way up to teenagers, young mums. You could have a whole range of things based around a similar model of food and activity. You know, you know yourself of what mums say to us in the summer that they can't afford to go out and take their kids out everyday for something to do and feed them. I mean they can barely do it for one day a week so an event like this where they know they can come and is initially costing them nothing. Mums have said to us this year, I'll pay three quid for this next year, look if we have to pay for it, I'll pay three pounds. Now that came out of them, not us, I'll pay three pounds so that says to me they'll still save. Well think though it, take a child out for lunch

anywhere, you are not even going to get a McDonalds for that, are you. Some of the things that we haven't done that we might like to do with the schools next year is to turn it around a bit and maybe have some picnic stuff. So picnic in the park, in the field, some of the schools have lovely fields so maybe have some picnicky type of food instead of a hot meal so we are just trying to think of some things for the schools to do really.

Interviewer: *Thank you XX, I will stop recording now.*

Appendix Fii: Policymaker interview transcript example

Interviewer: *Please could you give me some background to your involvement with XX at XX Council*

Participant: *well I'm now deputy leader of the council but prior to this, I had a portfolio for health and I'm trying to think, I think it was over two years ago, we had a presentation from the Child Poverty Action Group about holiday hunger and it brought together a number of organisations that were already doing things and I wasn't really aware of it before that. I had read of the issue because obviously with social policy you have to keep up to date with what's going on but I knew there were issues but hadn't been aware that there were groups running in XX already and that they had kind of made a start with it. But I think as I say it was something like in the Summer two years ago and we had people in similar voluntary organisations, the Children's Centre and other voluntary organisations that like been aware and I suppose like made a start with dealing with the issue and um the ward that I represent is called XX and XX and the XX part of it is one of the poorest parts, I can't never remember what the word is, deprivation. I live there as well as um represent it so get I get quite a good insight, it's where I grew up and I'm a governor on one of the schools there and um anyway after that I sort of started to read a lot about it, and there was a, XX was there and there was another woman, who was from, she had done a lot of work in America, she was an eye opener really because obviously in America they had been feeding kids and families for a long time. Um so on a personal level I thought it was something I really obviously was interested in because you were just aware that people were struggling within the ward where I live and I was also involved in a project called XX which is actually on my street and that is where I live and they were one of the ones that was keen to get going. So um just really I raised it with the Leader and obviously I was on the Cabinet and just really wanted to see what we could do about it and so various groups have done it so the things that have emerged, I think, are the issue of the conflict between targeting which is stigmatising and opening it up to everybody but then running the risk of not hitting the people you are wanting to hit and what I realised is, there is various models of doing it, like one of the churches does it just for children, most things now they do with families because we realise that often parents are going without to feed the kids. Um but always, you see my background was I was a Health Visitor before, well as a Councillor but I had to give it up quite early on being a Councillor so I'm aware of like the issues around inequalities where of course you can target but there's stigmatising I find a real struggle. My parents were brought up in the thirties and they used to tell us when they were kids how stigmatising it was to be poor and I've always been aware of that, um and I suppose I was at pains to kind of try and do that balance and if I'm honest I think that is the hardest issue with it, is the balance and I think um you can't underestimate the pride people have and they don't want to step forward and say they can't afford to feed their kids so I guess how bad that would make them feel, you know because they've got to admit that. So it tends to be involved with activities but I'm still struggling a lot about who to actually target and stuff. So if you take for example XX who are a wonderful organisation and been running for over 20 years and been doing loads of good stuff for family work, we had a piece of money, a chunk of money for somebody to do a piece of research on actually who was using, who was using the facility because I kept on saying to XX, she's great XX, but I kept saying to her, how do you know the people you are targeting are the ones we need, which are the kids who have free school meals and aren't getting a meal and actually what we found was we weren't targeting them. Well people there without a doubt were people who were struggling but people there because they just liked the idea of the activity which totally, well doesn't totally defeat the object because people are getting something out of it but just means that we are not hitting the people we need to and the chances are that people there who were getting it probably didn't need it as much and there are people out there who do need and weren't getting it so I really struggle with that and what I kept saying to XX and to other organisations was if you want to get more money, you've got to prove that you are hitting the people who you need to target. So then I thought a lot about targeting, about how you get round it because I know XX, XX has that thing up at the leisure centre but you see what I keep saying to people is a lot of people from around where I live, they live a walk up the hill, it would take 10 or 15 minutes to walk there, I bet loads of them have never been to the leisure centre. It is not a good building from the point of view of where the entrance is, it's*

quite, there's turnstiles there when you get there, um it's not, I think there are issues around the welcoming in and I wasn't there when they did that event and I hear that it was a success but a success to me would be measured who went there and you know anybody who has done any quality stuff knows that people, you know, if you've got like middle income parents, if they find there's some entertainment on for kids they'll take them, you know, which is great, they've got the confidence, the motivation, the want to do it but the people who can't afford it, they won't do it and I keep saying, you know, we've got to be aware of these issues and I'm always challenging. So XX will say at XX well we are really targeting people we need to target and I say well how do you know, how do you know, oh well we know the families in the area but we don't really, well we do but we are not hitting the ones we need to.

Interviewer: So how do you the future of this provision? Would it be through schools?

Participant: I thought about it a lot and the schools aren't that involved so say XX School which is just across the way from XX, I spoke to the head teacher and I'm one of the governors and XX and I went to have a word with her and she said she knows the ones who she could steer in, who she could maybe says to the parents, oh we've got a thing on to give you a days break from the children and stuff say like in half term. Um I think it has to be, um I think it has to be, we always have to accept the fact that they're going to be children on the border line. To be honest it's not just children who are on free school meals who are poor, I mean the people who are working, their children are in poverty, the highest it has ever been in working families, we know that, so I'm not saying that they shouldn't be in it but I'm concerned that the people who genuinely haven't got anything aren't getting so I think we've got involved the schools more but I of course the schools are off in the holidays so the question of who does it and there are issues there. I mean some of our staff has said oh well we'll ask some of the dinner staff to do it voluntarily but about 3 or 4 years ago we took their retainer pay off them, they used to get paid in the summer, and I have an issue about asking staff we have stopped paying to do it voluntarily, you know. If you give it to other volunteers there are issues about access to the school, you know the opening and shutting of the school, the protection of the equipment, the access, the stuff with child protection with volunteers so that gives us a problem. You would probably get the staff, in XX, you would probably get the staff to do some of it, the teaching staff to run some of it, if it was say run in half term. The other thing that bothers me is that most of the schemes have only be able to do it twice a week, I mean there are 5 school days so there's that. The other way to do it is through some kind of community, I am really interested in asset based community. Um we are doing a piece of work at the moment which is to try and encourage councillors to think in that way because basically the main asset that we have is our people and it is less stigmatising if the people who are benefitting are the ones running it and how they decide how to do it. I'll give you an example in XX, we have something called XX, which we used to do as a group within the council and with voluntary organisations, we realised in 2010 that to get any money, we would have to get charitable status which we have and the interesting thing about it was that we really, we knew there was lots of need in XX, there was a lot going on and sometimes groups weren't aware of what was going on with each other's projects and to be honest for a long time we struggled, for 2 years actually, and then it clicked and the main focus we have is food. The, the, what is was was we had a talk from someone we invited along called XX, I don't know if you know him, he's the Chief Executive of XX but he's also part of a small charity which is called XX, I think, and their charity is based on the fact that he thinks people are, um, struggling to feed themselves but they also have like spiritual hunger as well. It's not like a full on, you know, spiritual experience but the basis of it is they use food to bring people together, they cook it, they prepare, they cook it, they share, do you know what I mean. And since we have had that focus it's been, we, XX has really taken off. Now part of that is the holiday hunger, the other part is like, we've started to, and the reason why I mention it does link to holiday hunger although it's not exactly the same, it's about how the community provides it. We were aware that people were going to foodbanks and um A you are limited to how many times you can go and B the ethnic mix we have in our community, some of the poorest people are the ones who are asylum seekers and refugees and culturally they don't use the food you would get from foodbanks, they use stuff from scratch, they use spices, they use garlic, they use fresh vegetables and fruit and they use rice and lentils so we started up, with the help of XX, we started up an alternative foodbank, it's

called the XX. Now the principles we've had have been that there will be an element of choice about it because you know what it's like if you go to the foodbank, it's like, there you go, there's your parcel, you might not like any of it but it's based on the fact that if you are hungry, you'll eat anything, human beings aren't like that though, are they? So what we want was an element of choice so what we've got is, we set trolleys up and people can choose from like, different food stuff so like going around a supermarket. When you join you just give a few basic things, you don't have to show that you are claiming benefit and that takes away the stigma. The things what are asked are where people live, how many people in the household would benefit from that one person turning up and you only have to give that once and after that you've got the card. So every week, and this is me banging on about data, every week XX, my friend who runs it, she knows exactly who's benefited, she knows if they are single, if they are a family and how old their children are so she's got all this data cos if you are going to bid for data that's what you are going to need. The other thing is, what's really important to us, is getting back to the thing about users, the users are the volunteers so we now have about 9 people now who come and run it. Now XX runs it, as I say she's a friend of mine, but they are all the helpers.

Interviewer: *Do you think that helps with the stigma?*

Participant: *Yes and they show people around so if you have, say, we have got a lovely group of Eritrean lads who are single who use it as a social cos there is a cup of tea and a biscuit and they'll show the new people in and how the system works and sometimes these families are what they call now New Entrants, asylum seeking families or whatever, I think that helps, you know. But it is not just for ethnic minority families, it is for anyone in the community and we do have people who haven't come from other countries who, you know, lived in XX all their lives so they'll do it as well and that really helps with community cohesion. Now what it's got to do with holiday hunger is the model I think, the model has to be that we get people to do it who are in that situation themselves.*

Interviewer: *Does this require the council to upskill or the community?*

Participant: *I want it to be the community. I think we are more and more realising, we've got 92 million to take out of our budget and we've already taken out 110, we've got to look at where the community can do it themselves and actually it sometimes works better so you are not doing to, they are doing things for themselves, empowering. To get back to holiday hunger, how do they do this, I don't know, I struggle with it all the time. I mean with the foodbank, we've accepted that you might get somebody who come who's a chancer, who just thinks oh I'll get some free food and that but you have to be pretty desperate to come to the foodbank if you don't need to or they'll be a very small minority of people who might think they can get something for nothing. Basically we believe that those who are using it, are needing it so we don't have an issue with that. The holiday hunger one, I don't have the answer yet but I'm formulating my ideas and as I say if we can get it to be a community run, and I know the council are trying very hard and I accept all of that but I think well the money will follow the voluntary groups, I mean we, XX, can bid for money for holiday hunger, there's a lot of money in it, there's money for social isolation as well which arguably is the same type of thing so if you ask me for the answers, I haven't got the answers but that's where I'm coming from.*

Interviewer: *So the needs for the community during the school holidays are like you say isolation and children who rely on free school meals?*

Participant: *Yes and if you want a solution like, if you have a government in who are sympathetic, I think they should get extra money in the school holidays, their parents should get more money in the school holidays, give them the amount of the free school meal per child so that's the social policy side of it, if you've got a government that is prepared to listen, that is and wouldn't be so cruel. That would be the way forward until we got more people into work, that would be the back-up, so however much, I don't know, something like two pounds a day or whatever, you would give*

them that in benefit, you would increase the benefit over the six weeks so that's how you would do it for families.

Interviewer: *So do you think this has always been an in issue, holiday hunger or become prevalent?*

Participant: *No it's since the coalition government, it's been since the coalition government. Definitely to do with benefit sanctions we get benefit sanctions all the time, um definitely the fact that people hasn't got as much, you know, electric and gas has stabilised but a few years ago they were going up, food was going up at the same time, just everything really and I think things like the bedroom tax and um families who are poorer, they don't, their extended families don't have the money to help them. Everybody in that groups is struggling now so there's less slack to give people more of a hand. So like you get a single parent with a couple of kids might be difficult to get help from their parents because they are struggling or brothers and sisters, there's less money in the community as a whole so it's new, very new. And of course we hear reports from head teachers that the kids are noticeably thinner when they go back after the school holidays. There's a lot of anecdotal stuff. I mean there's a piece of work done, oh god who was it done by again, I can get you a copy if you like, it was about the bedroom tax but it gives a real indication about people, this was done in the north, um it was a number of local authorities here and basically what it was looking at was people's incomes and how, particularly with the likes of housing policy and benefits, that um that they generally didn't have enough money, they worried more, had greater debts, were going more without food, so the parents were going without food significantly and of course the in work people and um I just think there's less money out there and often people are sanctioned for very minor reasons and once you are sanctioned, you don't get any money. And of course in a family you might have an older kid who might be 180 or something who might not get anything initially to get into the system, you know they give every excuse. I mean I had an acquaintance whose daughter had finished uni, she waited about 8 weeks until she got any money, you know, she was living with her and she'd say, she went back and she'd say she hasn't had any money, and oh we'll make an emergency call this afternoon on your phone, it never came, went back in the next day, oh well we rang you but you never answered the phone and she was well why wouldn't I answer the phone. You know so when you have kids with holiday hunger, you could have an older one, an 18 year old who then is working so there is no benefit there, so there is pressure there and all you need, I'm a great Jeremy Corbyn fan and what he says is that we are all one disaster and away from you know, having your life really shaken, you lose your job, people get paid off now, I think the zero hours contract is something you didn't have prior or in prevalence five or six years ago. I mean I was out on the door a couple of years ago, there was a young lad and I was talking to him and he was saying some weeks I've 60 hours in and the next I've got 15 and I've got a partner and a child and it's that uncertainty and um then they are losing their job. I think the job market, the situation is a bit better now, I think there are more jobs than there were, there are more fulltime jobs than there were but there's not the security of work, you can be paid off like that and then you've got get benefit when you been paid off because you've gotta prove that it's not your fault and in the time it has taken to sort it, years ago we used to get emergency payments, they didn't get that now, they just get nothing and um, you know, when I look at programmes down south, I think oh I'm pretty lucky, the housing situation down south is dire but yes definitely there is pressure on people from all ways. And then there is the availability of food and the availability of cheap food. I mean where we live in XX, there is a shopping centre but not everybody uses, it depends which part of it you live but probably most of them will go to Tesco's, well not Tesco's, the cheap shops like Lidl and Aldi if they can which frankly is a godsend, do you know cos even the likes of Tesco and the other supermarkets can be expensive.*

Interviewer: *So is there and Aldi or Lidl near your community?*

Participant: *Not in XX, there is not one there, we have got them but they are not that close.*

Interviewer: *So then you would have to rely on public transport to get there?*

Participant: Yeah and paying for public transport and then it's how do you get it back, with the children. I don't know how many people do online shop but really when you work that out even if you have to pay a small amount, it may work out cheaper but um it's having the money up front, isn't it. And I don't know what the answer is, I don't, I mean part of me says let's have a go just targeting people anyway, you know. Um but I remember, do you know XX, he's the basketball player, oh he's great, he does a lot of motivational talks for like young people doing the Duke of Edinburgh and things like that and he talks about when he was young and with sport, he got out of poverty with sport, he's American and like, he said they had something in America called the cheese lines and people lined up to get basic foods, and he's a man that's only in his thirties so I mean this is like, on the one hand it's not that long ago but on the other hand they have had it for all of these years, you know. I think it is just an outrage frankly, I find it, sometimes I can't bear to think about it, it makes me feel so angry. I mean my mum and dad, as I say, they told stories of how they were hungry when we were kids, you know they weren't hungry, they were able to look after us and stuff. I just think it's outrageous that people can't afford to feed their kids, you know. Um well we are where we are at the moment and we've got to try and alleviate that and it's got to be the community and through the schools.

Interviewer: To provide an activity as well or just food provision?

Participant: oh I think the best way is to put some kind of activity on and the best ones are doing that now and it gives a chance for kids to come together and they are not just sitting down and eating and like, they've got things where they like actually making the food as well, preparing the food. The other things what we're finding as well, is can you prepare the food, can you afford the gas and electric to cook the food, have you got the pans, I mean XX was saying they went to help somebody to do the basic cooking and they didn't have the pans. But the other thing we've got at this foodbank is household things we've got there, um clothes, household things, it's shocking but you know a lot of the refugee people haven't got warm clothes and stuff, you know. The good thing is that it has been successful, it's just a disgrace that we've got it. But I know there's been different models and I know XX has drawn together the different projects but to me, it's the data that I'm interested in. The other thing is, what I am aware of is it is something you can get money for now but we haven't got to waste it, it shouldn't be wasted so what I am always saying is how it working, you know, because as I say it something you can get money for but if it's not targeting the people you really want to target then what's the point. If it's just putting on activities, social activities, for people who can afford it then it's not doing the job, you know, and now you like more and more aware of every penny we spend now, every penny, you know, so there are issues around that. The other thing, I think is that it is tempting for all of us, and me included, to try assume you know what it's like you can't can you, I've never been in a situation where I couldn't feed my son, do you know and I suppose it's about making it easier but I don't want the easy solution is. I think it may be easier to go, because, you know we have different places where they put meals on, you know they have XX place at the interchange in the church and they put food on every week and people can just go along and have lunch but you could probably do that but it's the not being able to be a parent to your kids, that's the difficulty, that's where people won't admit.

Interviewer: So do you think the community or school based approach be a sustainable model?

Participant: Well I think it could be

Interviewer: And the funding?

Participant: You would have to apply through community groups. I think it's about more than, I've been having an idea, we've been doing this stuff about food and things and about social isolation. It's about for me because I think XX is a wonderful community because I come from there and we've got like people who have been there for years and people who have moved in you know from other areas in XX not just other places but I think it's about bringing people together to care for each other more, that's kind of my ambition. I mean I read loads about food and that and I don't think, you know Leonardo DiCaprio was up in Edinburgh and I don't know why but they've got

this café up there where people who can afford it pay for two cups of coffee so a homeless person gets a free cup and I have this idea that the co-operative in XX doing the same and when people can afford it, they can stop and think about the people who can't and there are so many benefits in that. And Jeremy Corbyn had gone up and he'd gone to the same one and it was in Edinburgh and he'd gone to that and I think it's more like having a collective responsibility for communities that's what I'm really interested in, collective responsibility. So then it's not a bad thing to ask for help because you are going to get help if you need it in a non-patronising way. It's not an easy thing to do but I genuinely think it's achievable. I don't know if it can be achievable in every community but I think we can do it in ours. So I'm thinking if we can do the food co-op we can build on that for the holiday hunger that might be another way of doing the holiday hunger. Cos I like the model and let's face it the other models, people are just trying, hats off to anybody trying to do it but I think as well you have to realise that one particular way you've tried it, it doesn't work, I'm a real advocate for that, I don't believe in flogging a dead horse if it's not targeting people you want, then you've got to step back and think right what are we going to try instead but quite often people invest quite a lot in an idea or scheme or things and don't want to let it go but I think you've got to because there's not really a straight answer to this, it's not something we've had to deal with, you know.

Interviewer: *so it's very complex*

Participant: *yeah and often issues are complex aren't they but the only reason they're in this situation is because the money they had has been taken away. The other issues which you could take further is are kids getting enough to eat at the weekend. I mean even if you take the school holidays out of it they might not have had enough to eat at the weekends, it has happen every week, every month of every year. There are more and more coming to XX saying they can't manage until the end of the week and with the asylum seeking families, you know, there's all this rubbish comes out to say they have loads of money to live on, they haven't they're usually put into accommodation which is paid for and their heating and gas is paid for but then they'll get a really small amount per person within the family so if you say to them oh something is 50 pence then they count every penny they've got, you know 50 pence would be a lot, you know, and that's another issue, they were on about which is another thing about holiday hunger is that some places charge, you know and my argument is if people can't afford to feed their kids, they can't afford to pay the charge and if you've got more than one kid, even if it's 50 pence, that's a pound with two kids, one fifty with three, that you have to pay and they say well it's to put towards the activity and I'm saying no, we're missing something here, you shouldn't have to pay, you know. I suppose if you say they're paying for it then the stigma goes out of it a bit but if you haven't got the money, you haven't got the money, you know. So um loads of research coming out about parents not feeding themselves but their kids so that's the other thing that comes so I don't know where we are going I'm kind of seeing what we are doing and reviewing it as time goes by.*

Interviewer: *That's great, thank you for your time*

Appendix G: Example excerpts for themes and subthemes for Study 2

Theme	Subtheme	Key stakeholder	Policymaker
Need for holiday club provision	Policy / community level	<p><i>“I know XX is acute example because it has been decimated by funding cuts more extremely than some other areas but you know, the youth service, it had a whole network of youth provision across the city, we now have two sites left, you know, every, you know, everywhere else is closed.”</i></p> <p><i>“I think it is probably more marked now because of the welfare benefit changes and I think it is probably all tied up with austerity, the fact that the council hasn’t got the money to provide as much as it did before, that’s all impacted on the people in the town, um alongside the welfare benefit cuts, so I think it is kind of all the austerity measures that have impacted on the families. In areas like Middlesbrough, we already had high levels of deprivation so things seem an awful lot worse because of austerity.”</i></p>	<p><i>“Definitely to do with benefit sanctions we get benefit sanctions all the time, um definitely the fact that people hasn’t got as much, you know, electric and gas has stabilised but a few years ago they were going up, food was going up at the same time, just everything really and I think things like the bedroom tax.”</i></p>
	Household level	<p><i>“We understand that holidays pose multiple risks and some families may experience holiday hunger, in that, how to define holiday hunger is the absence of free school meals and there’s an impact on families’ income so it’s difficult to buy food but we know that families go into arrears, go into debt because of financial problems, we also know it’s not always driven purely by economics, of benefit failures or whatever, holidays can be a stressful, isolating time when a lot of people are going away and doing things and if you don’t have, don’t have a property that has space to entertain, you don’t necessarily have the extra income.”</i></p>	<p><i>“I have spoken to parents how have not eaten over the summer because they have had to feed their kids so there is something going quite fundamentally wrong with the system over the summer whereby you’ve got a very long period where children, there’s a large number of children that don’t actually eat properly in the school holidays because of the family circumstances.”</i></p>

Appendix G: (Continued) Example excerpts for themes and subthemes for Study 2

Theme	Subtheme	Key stakeholder	Policymaker
Need for holiday club provision (continued)	Individual level for parents and children	<p><i>“I think um the isolation aspect that families face as well as the hunger was why we decided to go with clubs rather than just giving out extra food because it enhances social development of families and children.”</i></p> <p><i>“So we know from Relate for example that there is a spike in service users um during holiday periods, they believe that there is relationship stress and breakdown and people need different support around holiday periods.”</i></p>	<p><i>“It has been very um self-evident that actually um that children from less affluent backgrounds um come back to school and um have fallen behind in their um in their sort of academic progress.”</i></p>
	Development of commission-led approach to holiday provision	<p><i>“We work in a flexible way and try to get the whole community to contribute to this and finding solutions and providing play on a scale which gives as many children as possible the opportunity to access.”</i></p> <p><i>“As a housing provider the original motivation, I think, was probably around diversion so that we were hoping that those young people would not get pulled into low level antisocial behaviour.”</i></p>	<p><i>“The conference went really well and people came from all over the country so that was really good. Then there was the action, the 15 point or whatever, a toolkit because there were a lot of people around.”</i></p>
Delivering holiday provision	Holiday club structure	<p><i>“Initially this was about food poverty, but the model is um very very efficient in that we can deliver lots of different messages around health, so that could be around sugar swaps, it could be around oral health, there’s nothing to stop us offering energy efficiency, how to change your gas and electric supplies for example, do they need a new boiler. We have all things like that at our disposal but I think the other thing that the schools are quite interested in is that the children um are doing something structured during the summer holidays”</i></p>	<p><i>“I think the best way is to put some kind of activity on and the best ones are doing that now and it gives a chance for kids to come together and they are not just sitting down and eating and like, they’ve got things where they like actually making the food as well, preparing the food.”</i></p>

Appendix G: (Continued) Example excerpts for themes and subthemes for Study 2

Theme	Subtheme	Key stakeholder	Policymaker
Delivering holiday provision (continued)	Targeting families in need	<p><i>“Our best strategy has been to work with schools because children from every community tend to attend local schools and therefore we know that if we can get that out through teachers, if we can meet parents at the school gate and give them the leaflet and talk to them importantly then we have got a good chance of getting the children onto our schemes.”</i></p> <p><i>“I think that we have probably got high numbers of families in XX where they are in high need but they traditionally will just not access services. We are looking at ways to encourage them and advocate for them. So we have had meetings with the schools’ nursing services, for example, who will work with these families who are the most challenging and the most needy, with a view to them, even giving them a lift and bringing them along to the first session. Left to their own devices these families won’t access and we won’t be meeting that need then but to be honest with you, I don’t know what that answer is really. Other than that I think we get a really good cross section, once families know what the provision is and actually another thing about this is it’s a very very warm scheme and the model doesn’t make people feel ashamed if that makes sense.”</i></p>	<p><i>“I think, are the issue of the conflict between targeting which is stigmatising and opening it up to everybody but then running the risk of not hitting the people you are wanting to hit and what I realised is, there is various models of doing it, like one of the churches does it just for children, most things now they do with families because we realise that often parents are going without to feed the kids.”</i></p>

Appendix G: (Continued) Example excerpts for themes and subthemes for Study 2

Theme	Subtheme	Key stakeholder	Policymaker
Perceived outcomes	Community level	<p><i>“The community cohesion that this builds in communities is just extraordinary. People sit down, eat and talk together who have never done this before.”</i></p> <p><i>“What that does do is actually bring skills and confidence back into the community so when you are looking to engage with people around decision making and developing other social activities, people have got more social capital, more confidence and skill that they can offer to the community.”</i></p>	
	Individual level	<p><i>“Their children are eating more vegetables so their diet is becoming a little bit healthier over the summer and they have tried new foods that they didn’t like before or they didn’t think they liked so they’ve asked their parents to buy it as well so they’ve maybe changed some of the meal plans the family were doing at home anyway so hopefully having a longer term kind of nutritional impact there.”</i></p> <p><i>“So the fact that we provided even just two hours a day gave some structure to the day for them, it was a bit of social interaction for them, for the parents. And another thing the parents said was because the kids were accessing the school premises, their behaviour improved because a lot of parents in XX haven’t got very firm boundaries but because the children knew that in school boundaries, this is what I can do and this is what I can’t do, and so again that relieved a bit of burden on the parents.”</i></p>	

Appendix G: (Continued) Example excerpts for themes and subthemes for Study 2

Theme	Subtheme	Key stakeholder	Policymaker
Perceived outcomes (continued)	Individual level (continued)	<p><i>“We do have a lot of individuals within the community who are able to volunteer and build up skills um food hygiene is an accredited course that we offer and a lot of people get involved as volunteers. Interestingly enough food hygiene is a great way of getting job, um just to give one example, working XX which is a large estate in XX, um working with a group of mainly women around their learning interests and also their interests around their children, has led them to doing courses, volunteering onto like play schemes and breakfast clubs, training them up with food hygiene and those women have actually gone on to use the food hygiene qualification to actually get them a job.”</i></p>	
Challenges of delivering holiday provision	Targeting families in need	<p><i>“Even with 20 groups we are missing people still. We have got 20 localities across XX and we are still missing people. We are still missing people with learning disabilities for example.”</i></p> <p><i>“People keep saying it’s school aged children that we’ve got to focus on but actually lots of school aged children have siblings who are pre-school and their nutrition, purely from a health point of view, is more critical, in terms of their development so I do think more stuff around early years.”</i></p>	<p><i>“To be honest it’s not just children who are on free school meals who are poor, I mean the people who are working, their children are in poverty.”</i></p>

Appendix G: (Continued) Example excerpts for themes and subthemes for Study 2

Theme	Subtheme	Key stakeholder	Policymaker
Challenges of delivering holiday provision (continued)	Developing partnerships with organisations and agencies and securing funding	<p><i>“The precarious and complex nature of the funding is an ongoing challenge because where we get the money one year, it may look very different the following year and as yet, we don’t know where the money is coming from for this year.”</i></p> <p><i>“I think that is one of the major problems with trying to get local authorities engaged.”</i></p>	
	Staffing and volunteer recruitment	<p><i>“I think there is a responsibility of providing and enabling environments and core infrastructure that doesn’t exist and so it has been picked up in an ad hoc way, in a very postcode lottery type way where there is, you know, community activists and the assumption is to me that this will be done by volunteers and that to me seems crazy that the food security of the poor is based on the goodwill of volunteers um, you know, and for children, it’s different for adults, children, firstly malnourishment has a much bigger impact, it has a lifelong impact.”</i></p> <p><i>“We had issues about lack of volunteers.”</i></p>	
	Addressing food insecurity	<p><i>“To convince community centres that one week is not sufficient because if you are looking at hungry children. That’s the thing you get a lot of, and I don’t know what you’ve found, but you get a lot of, isn’t one week better than nothing, and it’s children are going hungry and you’re talking about one week and children are still going hungry for a month.”</i></p>	<p><i>“The other thing that bothers me is that most of the schemes have only be able to do it twice a week, I mean there are 5 school days so there’s that.”</i></p>

Appendix G: (Continued) Example excerpts for themes and subthemes for Study 2

Theme	Subtheme	Key stakeholder	Policymaker
Challenges of delivering holiday provision (continued)	Addressing food insecurity (continued)	<i>“Just the regularity, you know, some people were doing it for like 3 days or for 2 days just at the end of the summer holidays, that’s not anything really to do with holiday hunger, that’s just having a fun time.”</i>	
Future provision	Responsibility for holiday provision	<p><i>“The responsibility lies with the whole of society. I feel that it’s necessary for government and local government to find the resources to ensure that holiday play is available and that holiday play is of a good quality and it is safe play where things like safeguarding are taken seriously.”</i></p> <p><i>“Local authority are expected to provide an enabling environment and do what they can and support venue provision, link up sites that can host provision.”</i></p>	<p><i>“I would want to see a statutory obligation for there to be holiday food provision but we’re in a time where we would need to persuade the government of the business case for it.”</i></p> <p><i>“Hopefully we will have something we can then campaign and present to government and build a case about why there should be some statutory and why this needs to be looked at.”</i></p>
	Target demographic for holiday provision	<i>“I don’t employ professional youth workers and I don’t employ professional play workers who have a play work qualification and meet OFSTED requirements for nought to five for example so the challenge would be, do we diverse some of our resource to co-commission some of our work to meet the needs of those two groups on the extreme ends of the play spectrum and we need that conversation with our local authority partners so we can come up with a strategic response to that increasing need or that increasing gap.”</i>	

Appendix H: Holiday club provider invite letter

Dear

I am emailing you with further information regarding the research project which I will undertake to evaluate the XX pilot of holiday provision during the Easter holidays.

The aim of the research is to investigate the impact of the holiday provision programmes on the social, health and wellbeing outcomes of the children and their families. The research will take place within the holiday provision setting and will examine the views of staff, parents and children attending the holiday provision programme. The XX would be required to assist in the recruitment of participants including children, parents, staff and volunteers for focus groups and interviews with the research team. The focus groups and interviews will aim to gain the views of the individuals with respect to their experiences of school holidays and the impact of the holiday provision programme.

For the second part of the research, the XX would be required to assist in the recruitment of parents and children to complete questionnaires. The questionnaires will aim to gain an understanding of the impact the holiday provision programme has on the social and wellbeing outcomes of the child and their parent.

I would be grateful if you could read and complete the attached organisational consent form and return to me by email or post. Please contact me if you have any questions. I look forward to working with the XX on this research project.

Kind regards

Emily Mann

PhD Researcher

Appendix II: Holiday club staff and volunteer information for Study 3

Summer Holiday Research Project

Staff Information Sheet

What is this project all about?

I am undertaking research into holiday clubs. As part of this research I would like to find out about the views and attitudes of staff, children and their parents participating in this club and issues concerned with school holidays in general.

A recent report illustrates that school holidays can be challenging for families on low income as there is increased pressure on families to meet the costs of feeding their children during the holidays. This research project will investigate the impact of the holiday club on the families that attend.

What will I be asked to do?

If you would like to take part in this research you will be invited to participate in a discussion about your views of the Holiday Club.

You will not be expected to answer any questions that you do not feel comfortable answering and if you are asked a question, which you do not want to answer, this is fine. In addition, if you arrive to take part but change your mind, you are free to leave the discussion at any time.

All discussions will be recorded and transcribed for research purposes. The findings from this research will be summarised to provide a general perspective of the views of key groups towards holiday club.

When will the discussions take place?

An appropriate time will be organised with yourself and staff members. Your discussion with the researcher should take approximately 30 minutes, depending on how much you want to talk about these topics.

What will happen to the information I provide?

The discussions will be recorded and transcribed afterwards. This information will be stored securely in accordance with the Data Protection Act 1998, and electronic information will be password protected. Your information will only be accessed by the researchers working on this project for the purpose of this project.

The research team has put into place a number of procedures to protect your confidentiality. You will be provided with a unique participant number that will be used to identify any information you provide. Your name or other personal details will be stored securely and kept separately from the information you provide during the discussions.

The information collected via these discussions will be summarised and will contribute to a PhD thesis. It may also be used in publications and presentations, but your identity will always remain confidential.

Will my answers remain confidential?

Yes, your name will not appear on any of the data collected for this project. All participants will be identified according to a unique participant number only.

[How will our information stored and used in the future?](#)

All information will be stored securely and destroyed in accordance with the Data Protection Act 1998. The information may be used in future presentations and publications about the project but no personal information, such as names, will be disclosed.

[Has this project received appropriate clearance?](#)

This project has been approved by the Faculty of Health and Life Sciences Ethics Committee at Northumbria University and consent has been given for the project to take place on the premises. Emily Mann is in possession of an up to date Barring and Disclosure Enhanced Certificate.

[How can I withdraw from the project?](#)

If for any reason you decide to withdraw your participation or your information from this project, please contact Emily Mann on the email address provided, within one month of your taking part. After this date it might not be possible to withdraw your information because the results may have already been published. As all information is anonymised, your individual information will not be identifiable.

[How can I find out more?](#)

For more information please contact Emily Mann via email: emily.mann@northumbria.ac.uk

[Thank you for reading this information leaflet](#)

Appendix Iii: Holiday club staff and volunteer consent form for Study 3

Staff Consent Form

Your Personal Details		
Title: e.g. Mrs, Mr, Ms etc.	Surname: Please write your last name.	Forenames: Please write your first name.
Age:	Date of Birth:	Gender: (circle the correct answer) Male / Female
Ethnicity: Please tick the ethnic background that best describes you:		
Asian/ Asian British: <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese <input type="checkbox"/> Any other background: (please write)		Black / African / Caribbean / Black British <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other background: (please write)
Mixed / multiple ethnic groups: <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other background: (please write)		White: <input type="checkbox"/> English/Welsh/Scottish/Northern Irish/British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy or Irish traveller <input type="checkbox"/> Any other background: (please write)
Please confirm that you agree with the following sentences by providing your signature below:		
I have read and fully understood all the information provided about the project.		
I understand that if I would like further information about the project I should contact Emily Mann		
I understand that I am free to withdraw my participation from the project at any time, without having to give a reason and without prejudice.		
I understand that the interview will be recorded		
I understand that information collected from the recordings might be used in presentations and publications, but the actual recordings will be stored securely and will only be accessed by the research team.		
I give my consent to take part in this research project.		
Signature of Participant:..... NAME IN BLOCK LETTERS: Date: Signature of researcher..... Date.....		

Appendix Iiii: Holiday club staff and volunteer debrief for Study 3

Dear Staff Member,

I would like to take this opportunity to thank you for taking part in the research project undertaken by myself from Northumbria University at your Holiday Club. Your contribution was vital in helping us to understand staff views about the impact of the Holiday Club, and issues concerned with school holidays in general. The aim of this project was to gain an overarching picture of the views of those at the centre of this scheme. We wanted to identify perspectives at an individual, family and community level, and therefore, your perspective as a member of staff was extremely valuable.

All the information we collected during our discussion will be stored in accordance with the Data Protection Act 1998 and will only be used for the purpose of this project. The findings of the research will be included in a PhD thesis and may be included in publications and presentations. Please rest assured, your name and personal information will remain confidential. If for any reason you would like to withdraw your contribution to this project, please contact Emily Mann via email emily.mann@northumbria.ac.uk, within one month of taking part. After this date, it may not be possible to withdraw your individual information as the results may already have been published.

Finally, if you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of the School Ethics Committee, Dr. Nick Neave via email nick.neave@northumbria.ac.uk. Many thanks again for your help with this project.

Yours faithfully,

Emily Mann

PhD Researcher, Northumbria University

Appendix Iiv: Parent information for Study 3

Summer Holiday Research Project

What is this project all about?

Hello, my name is Emily Mann and I'm from Northumbria University's Healthy Living Team. I am carrying out an evaluation of the Holiday Club. As part of this evaluation I would like to find out about the views and attitudes of children and their parents participating in this club and issues concerned with school holidays in general.

A recent report illustrates that school holidays can be challenging for families on low income as there is increased pressure on families to meet the costs of feeding their children during the holidays. This research project will investigate the impact of the Holiday Club on the families that attend.

As you are attending this club, you and your child have been invited to take part in this research project. I am interested in the impact this Holiday Club may be having on the social, health and wellbeing outcomes for you and your child.

What will I be asked to do?

If you would like to take part in this research you will be invited to participate in a one-to-one discussion about your experiences of the school holidays and the impact of the Family Holiday Club.

You will not be expected to answer any questions that either of you do not feel comfortable answering, and if you are asked a question, which you do not want to answer, this is fine. In addition, if you change your mind about taking part in the research, you are free to withdraw from project straight away.

All discussions will be recorded and transcribed for research purposes. The findings from this research will be summarised to provide a general overview of the views towards the Holiday Club.

What will my child be asked to do?

Your child will be required to take part in a small group discussion with other children about their views of the school holidays and the Holiday Club.

Your child will not be expected to answer any questions that they do not feel comfortable answering, and if your child is asked a question, which they do not want to answer, this is fine. In addition, if your child changes their mind about taking part in the research, they are free to withdraw from project straight away.

All discussions will be recorded and transcribed for research purposes. The findings from this research will be summarised to provide a general overview of the views of Holiday Club.

When will the discussions take place? An appropriate time will be organised with yourself and staff members. Your discussion with the researcher should take approximately 30 minutes, depending on how much you want to talk about these topics.

What will happen to the information my child and I provide?

Yours and your child's information will be stored securely in accordance with the Data Protection Act 1998, and electronic information will be password protected. Yours and your child's information will only be accessed by the researchers working on this project for the purpose of this project.

The research team has put into place a number of procedures to protect your confidentiality. You and your child will be provided with unique participant numbers that will be used to identify any information you provide. Your names or other personal details will be stored securely and kept separate from the information you provide in the discussions.

The information collected via these discussions will be summarised and will contribute to a PhD thesis. It may also be used in publications and presentations, but your identity will always remain confidential.

Will our answers remain confidential?

Yes, your names will not appear on any of the data collected for this project. All participants will be identified according to a unique participant number only.

How will our information stored and used in the future?

All information will be stored securely and destroyed in accordance with the Data Protection Act 1998. The information may be used in future presentations and publications about the project but no personal information, such as names, will be disclosed.

Has this project received appropriate clearance?

This project has been approved by the Faculty of Health and Life Sciences Ethics Committee at Northumbria University and consent has been given for the project to take place on the premises. Emily Mann is in possession of an up to date Barring and Disclosure Enhanced Certificate.

How can I withdraw from the project?

If for any reason you decide to withdraw yours or your child's participation or information from this project, please contact Emily Mann on the email address provided, within one month of your taking part. After this date it might not be possible to withdraw individual information because the results may have already been published. As all information is anonymised, your individual information will not be identifiable.

How can I find out more?

For more information please contact Emily Mann via email: emily.mann@northumbria.ac.uk or leave your name and contact number with the holiday club and you will be contacted to allow you to ask any questions.

What do I do if I decide I want to take part/ want my child to take part?

Please find attached two consent forms. The first form is for you to provide consent for your child to take part in this project and the second form is for you to provide consent for you to take part. If both you and your child want to take part, please complete both forms. If only one of you want to take part please complete the correct form. All the information you provide in these forms will be stored securely and your personal details will remain confidential

Thank you for reading this information leaflet

Appendix Iv: Parent consent form for Study 3

Parental Consent for Child to Participate in Research

Fill this form in if you want YOUR CHILD to take part in the research		
Your Personal Details		
Title: e.g. Mrs, Mr, Ms etc.	Surname: Please write your last name.	Forenames: Please write your first name.
Age:	Date of Birth:	Gender: (circle the correct answer) Male / Female
Ethnicity: Please tick the ethnic background that best describes you:		
Asian/ Asian British: <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese <input type="checkbox"/> Any other background: (please write)		Black / African / Caribbean / Black British <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other background: (please write)
Mixed / multiple ethnic groups: <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other background: (please write)		White: <input type="checkbox"/> English/Welsh/Scottish/Northern Irish/British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy or Irish traveller <input type="checkbox"/> Any other background: (please write)
Please confirm that you agree with the following sentences by providing your signature below:		
I have read and fully understood all the information provided about the project.		
I understand that if I would like further information about the project I should contact Emily Mann.		
I understand that I am free to withdraw my participation from the project at any time, without having to give a reason and without prejudice.		
I understand that information collected from the recordings might be used in presentations and publications, but the actual recordings will be stored securely and will only be accessed by the research team.		
I give my consent for my child to take part in this research project.		
Signature of Participant:..... NAME IN BLOCK LETTERS: Date: Signature of researcher..... Date.....		

Appendix Iv: (Continued) Parent consent form for Study 3

Parent Consent Form

Fill this form in if YOU want to take part in the research		
Your Personal Details		
Title: e.g. Mrs, Mr, Ms etc.	Surname: Please write your last name.	Forenames: Please write your first name.
Age:	Date of Birth:	Gender: (circle the correct answer) Male / Female
Ethnicity: Please tick the ethnic background that best describes you:		
Asian/ Asian British: <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese <input type="checkbox"/> Any other background: (please write)		Black / African / Caribbean / Black British <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other background: (please write)
Mixed / multiple ethnic groups: <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other background: (please write)		White: <input type="checkbox"/> English/Welsh/Scottish/Northern Irish/British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy or Irish traveller <input type="checkbox"/> Any other background: (please write)
Please confirm that you agree with the following sentences by providing your signature below:		
I have read and fully understood all the information provided about the project.		
I understand that if I would like further information about the project I should contact Emily Mann		
I understand that I am free to withdraw my participation from the project at any time, without having to give a reason and without prejudice.		
I understand that the interview will be recorded		
I understand that information collected from the recordings might be used in presentations and publications, but the actual recordings will be stored securely and will only be accessed by the research team.		
I give my consent to take part in this research project.		
Signature of Participant:..... NAME IN BLOCK LETTERS: Date: Signature of researcher..... Date.....		

Appendix Ivi: Parent debrief for Study 3

Dear Parent/ Carer,

I would like to take this opportunity to thank you for taking part in the research project that was recently conducted at the Family Holiday Club. The purpose of the research was to identify the views of children, parents and school staff towards the Family Holiday Club, and school holidays in general, in order to gain an overarching perspective of the views of children, parents and school staff. As a parent/ carer to a child attending the Family Holiday Club, your contribution to this project is very much appreciated. The results from this research will be summarised and sent to the Family Holiday Club. You can request a copy of the summary of research results, should you wish, by completing the slip at the end of this letter and returning it to the Family Holiday Club. You will receive a summary of the research findings upon completion of the project.

All the information we collected during our discussion will be stored in accordance with the Data Protection Act 1998 and will only be used for the purpose of this project. The findings of the research will be included in a PhD thesis and may be included in publications and presentations. Please rest assured, your name and personal information will remain confidential. Should you wish to withdraw yours or your child's information from this project you can do so by emailing emily.mann@northumbria.ac.uk, within one month of taking part. After this date, it may not be possible to withdraw your individual information as the results may already have been published. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of the School Ethics Committee, Dr. Nick Neave via email nick.neave@northumbria.ac.uk.

Thank you again for taking part in the research, your contribution was greatly appreciated.
Yours faithfully,

Emily Mann
PhD Researcher at Northumbria University

If you would like to receive a summary of the research findings, please complete the reply slip below and return it to the Holiday Family Club as soon as possible.

I would like to receive a summary of the research findings from a research project at the Holiday Family Club which examined the impact of the Holiday Family Club.



Name:.....

Child's name:.....

Email address:.....

Contact number:.....

Appendix Ivii: Child information and consent form for Study 3

Research Project

I would really like to find out about what children and young people think about the Family Holiday Club and school holidays in general.

If you would like to help me with this, you will be invited to come along and talk about the Family Holiday Club with a researcher. We will talk about things like...



What's the best part of the Family Holiday Club?

What would make the Family Holiday Club even better?

What do you do during the school holidays?

What happens at Family Holiday Club?

What food do you like?

To make sure I remember everyone will be recorded. I will write down everything that was said during the discussion. This is nothing to worry about working on this project will get to listen to the recordings, and your name will be removed so no one will ever know the bits you said.



everything that you say, listen to these recordings and said during the discussion. though, only the people

Appendix Ivii: (Continued) Child information and consent form for Study 3

Also, if you come along to a discussion but then you change your mind, you can leave at any time because it's up to you whether you join in or not. Also, if you're asked a question you don't want to answer that is fine. You don't have to talk about anything you're not comfortable talking about.

Would you like to come along and talk about the Family Holiday Club and other things to do with the school holidays with other children from the Family Holiday Club?

Yes

No

If you circled yes, does this mean that you are happy to have your voice recorded while you talk about the school holidays and Family Holiday Club with other people from the club?

Yes





No



If you said yes, please give us some details on the next page to help us further with our research. All your personal information, like your name, age, where you live etc. will remain private and will be stored in a secure place at the university.

Thanks

Appendix Ivii: (Continued) Child information and consent form for Study 3

My first name is... 	My last name is... 
I am <input type="text"/> old. 	I am a... (draw a circle around the right answer) 
My date of birth is <input type="text"/>	Boy Girl
Tick the box which you think best describes your ethnic background: Only tick ONCE!	
White: <input type="checkbox"/> English/Welsh/Scottish/ Northern Irish/British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy or Irish traveller	Asian/ Asian British: <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese
Black / African / Caribbean / Black British <input type="checkbox"/> African <input type="checkbox"/> Caribbean	Mixed / multiple ethnic groups: <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian
<input type="checkbox"/> Any other background (please write here)	
Your signature: _____ Date: _____	
Signature of researcher: _____ Date: _____	

Appendix Ji: Holiday club volunteer interview schedule for Study 3

Interview guide for volunteers:

Introduce self / permission to record / purpose of study

1. Why have you volunteered at [*name of holiday provision club*]?
(For paid staff: what attracted you to the job?)
2. Have you had experience of this type of volunteering before?
3. Why do you think the [*name of holiday provision club*] is needed here?
(Probe: challenges for people in the community; challenges for families in the school holidays)
4. In what ways has the [*name of holiday provision club*] has made a difference for parents?
(Probe: advice or signposting; meals; helped to meet people; isolation)
5. In what ways do has the [*name of holiday provision club*] made a difference for the children?
(Probe: What activities have they enjoyed?; learnt new skills; confidence / **behaviour of children**)
6. In what ways has the [*name of holiday provision club*] made a difference for you?
(Probe: Gained new knowledge / learnt new things)
7. Have you experienced challenges in enrolling families for [*name of holiday provision club*]?
(Probe: What challenges have you experienced? How did you recruit?)
8. Is the location convenient for families?
(Probe: type of setting; transport links)
9. In what ways could the [*name of holiday provision club*] be improved?
(Probe: What has worked well? What has not worked so well? Why? Are the timings of the sessions appropriate? Do you have any other suggestions or comments about the club?)
10. What do you enjoy from volunteering?
11. How often do you volunteer? Why?

Appendix Jii: Holiday club staff interview schedule for Study 3

Interview guide for staff / programme leaders:

Introduce self / permission to record / purpose of study

1. Why do you think the *[name of holiday provision club]* is needed here?
(Probe: challenges for people in the community; challenges for families in the school holidays)
2. In what ways has the *[name of holiday provision club]* has made a difference for parents?
(Probe: advice or signposting; meals; helped to meet people; isolation)
3. In what ways do has the *[name of holiday provision club]* made a difference for the children?
(Probe: What activities have they enjoyed?; learnt new skills; confidence / **behaviour of children**)
4. In what ways has the *[name of holiday provision club]* made a difference for you?
(Probe: Gained new knowledge / learnt new things)
5. Have you experienced challenges in enrolling families for *[name of holiday provision club]*?
(Probe: What challenges have you experienced? How did you recruit?)
6. Is the location convenient for families?
(Probe: type of setting; transport links)
7. Could you tell me about the resources offered by Kitchen Social (Probe: training, funding, recipes)
8. What support or resources have you found beneficial with providing food?
9. Do you have adequate resources to provide healthy food?
10. Do you have any issues with recruiting or managing staff or volunteers for this holiday club?
11. What further support would be beneficial to your holiday club?

Appendix Jiii: Parent interview schedule for Study 3

Interview guide for parents attending holiday provision club:

Introduce self / permission to record / purpose of study

1. How did you hear about the *[name of holiday provision club]*?
2. Have you enjoyed your time here?
(Probe: activities / meeting new people) / What have you enjoyed most?
3. In what ways has the club made a difference to you and to your family?
(Probe: helped with finances / activities for your children / learnt new things)
4. Are the times and days of the clubs convenient for you?
5. Is the location of the club convenient for you?
(Probe: Transport)
6. What do you do in the school holidays when you are not at the club?
7. What are the main stresses or pressures for you as a parent during the school holidays?
(Probe: Are there affordable activities in the area? / Family budget? / Is it more challenging with finances? / Support from the school? / Buying food and feeding the family? /do you meet up with friends and family?) **child's behaviour – why changed / in what way?**
8. Do you have any ideas about improving the club?
9. Would you be interested in helping in holiday clubs in the future?
(Probe: skills could bring to the club)

Appendix Jiv: Children interview schedule for Study 3

Interview guide for focus groups with children:

1. What is the best thing about the holiday club? Why?
2. What do you usually do during the school holidays?
3. How does that compare to what you are doing here?
4. Who do you usually spend time with during the school holidays?
5. What do you think about the meals at the clubs? (Follow up: What is your favourite meal at the club?)
6. When you are at home during the school holidays, what do you normally eat? (Follow up: Is there enough food at home for everyone?)
7. What else do you like to do at the club? What would make it better?

Appendix Ki: Holiday Club staff interview transcript example

Interviewer: *I know we have spoken about this before but why did you set up this holiday club? What was your idea behind it?*

Participant: *Um really I set the summer club up, it's something I've been interested in for many years after working for Food for Life and the Children's Food Trust and going to lots of conferences and seminars and talking about holiday provision and poverty and children that are needy through the holidays so it's something I've been interested in. Um but I haven't really seen any funding anywhere and when I found Kitchen Social and saw that we could get some funding, that was our only stumbling block really, that was our push to set it up this year.*

Interviewer: *what have you seen are the benefits for the children that have attended over the last couple of weeks?*

Participant: *I think we have learnt a lot over the last couple of weeks, um, from a food point of view, we have seen that there is a need for children to have lunch um we have noticed some very needy children that have needed more than one lunch and have also taken some food home. From an activity point of view, we have found that any activity the children are happy with, they like to be with friends, making new friends. We've got some different children from different communities and they've all made friends well together. I just think they've liked being able to get out of home and these are maybe children that aren't going to be doing anything else during the holidays so it's given them something to do.*

Interviewer: *and the time of the session, two hours, is that enough time for the children and for you?*

Participant: *I think because we are piloting and this is our first one that's why we decided to do the two hours just to see if, if really we read it right and we were doing the right food that the children liked and the right amount of children, the activities they would like and just to see who would turn up, who would register really, so that's just why we set with two hours at this point.*

Interviewer: *what about the parents, how do you think this has benefitted them from having this resource?*

Participant: *I think for the parents, we have already done some child feedback and some parent feedback ourselves and we have found that the parents have said um, it's nice for the children because it gives them something to get up for in the mornings so it got a structure to their day, as you said. It's giving the parents a little bit of free time that they might not get. A lot of the children we've got here have got siblings so some families have got three children and that parent may have a smaller child so it's giving them a bit of free time um and it's also taking pressure off them for providing lunches and food during this time. They have said it's helpful that they've had a main meal during the day and they can just go home to a snack in the evening.*

Interviewer: *Have you noticed any difference with the children's behaviour?*

Participant: *We haven't had, we've been really lucky over the two weeks that we have run this club, we haven't had any behavioural issues so we are taking from that we have gauged it right with the activities that we have kept them occupied and we have given them things to do that are stimulating so haven't had any behavioural issues at all and haven't had any children that don't get on together and from the food point of view, we feel we have given the right amount of time to lunch, they have had enough time to sit down and enjoy lunch altogether um and then to just socialise just before they go so we think that, you know, from a behaviour point of view, it has been great, there haven't been issues at all.*

Interviewer: And what about the resources you received from Kitchen Social, have you found those helpful for putting together this club?

Participant: Um where we are up to now, once we have finished and have all the financial information together, I think we feel the funding probably has covered the resources that we have used for the food. We have had to match fund with some of our staff. A lot of our staff have been volunteers although we have had three full time staff that have been here for the whole two weeks, that have been here earlier in the day and later to help set up and do all the admin side of things so we will be match funding obviously with salaries for those people. Um although some of their hours will also be volunteering hours so once we have looked at this at the end of two weeks, we will have better idea. But I think it has, we wouldn't have been able to run the club at all had it not been for the funding from Kitchen Social.

[Interview interrupted by member of staff]

Interviewer: So the resources have been helpful?

Participant: Yes

Interviewer: And do you think you have had enough resources to provide a healthy meal?

Participant: Yeah, I think we have. Again, because it's our first one, once I have had time to sit down at the beginning of next week and really look at what we provided um we've kept a lot of records of what the children have eaten, so I'm going to go through that and put a report together, just for ourselves even and to see if we are offering, you know, what they require and what they like to eat and as well, keeping it healthy and keeping it within our standards is the other challenge.

Interviewer: You offer a range of fruit and a range of salads, so you continue the food standards

Participant: Yes we've continued the standards we use for school food, um so that's keeping it healthy, keeping it balanced, keeping the nutrition there but just as well, we've tried to, one of our cooking activities we included some chocolate chips yesterday. So just really, because it's holiday time, just to show them, you know, you can treat yourself but do it in a small way, you know.

Interviewer: Do you think you will do this again?

Participant: We're going to obviously run for this first year and do our 20 days um and then learning by the, not mistakes, I don't think we've made any mistakes but we can improve on things we have done

Interviewer: When are you going to run out the next ones?

Participant: In October, so in October we are going to have two days in October and then two days again in February and then we'll look at maybe four days at Easter, we are not sure yet. But I think looking forward to next year, what we'll do next year is to run maybe two weeks again for the summer but do a week at the beginning of the summer holidays and a week at the end because we feel that because it gets the children into some sort of structure and then they will be preparing to come back to school. So we think it will help them if we did it a week before so that they are already in a routine and ready to come back to school. So that's something that we have learnt, that it keeps them in a routine.

Interviewer: Is there anything else you would like to add, your views about this whole club?

Participant: I think, for me, I have really enjoyed it. Anything to do with children, helping children, just being involved with them, especially those that are in need, and helping the parents as well, we've got a lot of young parents. So, I've really enjoyed that, I've got a lot from that this

week. I haven't seen it as a chore at all. Even though it's the holidays, I felt it as part of the holidays. I think, one of the main things for me is volunteers that we have, this is the first time we have really engaged with this many volunteers. Um we did look at job descriptions and things and have volunteer meetings but I think, moving forward, that something we need to challenge with ourselves um just making volunteers realise how important it is to actually turn up when they say they are going to, um and to realise that they need to be involved with the children. Um I think we probably had more volunteer issues than we have child issues, we haven't had any children issues. So I think, for me, that's the main thing I'll be working on, is to change some of the things around the volunteering side of it.

Interviewer: *Do you think you have had enough volunteers?*

Participant: *I think we have had enough, it's just maybe that people's perception of volunteering and how we can change that, that they realise that they are needed, you know, some of them this week have come and they maybe used it as sort of a social club for themselves, um and just we've had some that haven't turned up and then on a few days we've had to move people around. So it's just really, I think instilling that into people that, you know, although it is a volunteering role, it is really crucial that they commit to it.*

Interviewer: *What is their motivation to volunteer? Do they have links with the school already?*

Participant: *I think most of ours from here have got links to the school. I think we are split. We do encourage people throughout the school year to volunteer, it's one of the things the school encourage.*

Interviewer: *All the staff?*

Participant: *Um all the staff and we have lots of activities throughout the year within school that require volunteers. Um so I think some of it people think they are participating from a school point of view and that's their input, which is fine, but then we've got others that you can really see that their goal is just the children, that they like being around the children and they want to be doing something and I think that's the type of people we need. We need, it's .. but volunteers can get a lot out of it, themselves if they put themselves in the right frame of mind and that's, you know, I've volunteered for lots of things in my life but I've really felt, these two weeks, I've really enjoyed it. And I've learnt a lot about myself as a person and, you know, how I want to help people as well so, I think volunteers that's what we need to work on, perceptions and how they see their role.*

Interviewer: *And finally with the wider community, how does this benefit the community because it's not just open to this school?*

Participant: *No, we have joined with another local school um who have got the same sort of mix of families as us but we also had children from four or five other schools in the borough um and we also just had some local children that, um one little boy has come along that actually is staying with his Nan that lives in this community so he is staying with her for a couple of weeks, so he has come to a couple of days because, you know, she is an older lady and doesn't have any contacts with other children so that's nice for him, um he's made some friends here in this community. So I think from a community point of view it has worked.*

Appendix Kii: Holiday Club volunteer interview transcript example

Interviewer: *So how did you get involved in the club that you run?*

Participant: *I been going there for 19 years now since I moved there and that many people had it over the years. I did it a while ago and decided that I wouldn't do it again and I'm back doing it again. So I've been doing it a year past March*

Interviewer: *And you run holiday provision as well?*

Participant: *Yes*

Interviewer: *And what age group is that for then?*

Participant: *It's from naught to whatever, up to senior school as well.*

Interviewer: *and how has attendance been at the club?*

Participant: *Oh it's been alright. The first two weeks there were a lot of people on holiday but it's starting to pick up. We had 18 yesterday and last Thursday I had 21.*

Interviewer: *And do you provide a lunch as well?*

Participant: *yes we do a lunch as well*

Interviewer: *and what sort of meals do provide?*

Participant: *Tomorrow it's chicken dinner with Yorkshire pudding, mashed potato, broccoli and gravy and pudding, I'm not too sure yet, I will see what I get when I go shopping.*

[Interview interrupted]

Interviewer: *So you run the club twice a week ..*

Participant: *we also provide jam sandwiches with crisps and salad and they had ice cream and jelly yesterday*

Interviewer: *So do you use XX foodbank for the food as well?*

Participant: *Yeah I get food from the foodbank as well and I'm also going to be opening the community café in the village hall because we've got a committee that's trying to take the village hall over so I'm opening a café up down there as well.*

Interviewer: *and when will that be open?*

Participant: *hopefully at the beginning of October. To start with it'll be Monday and Friday and see how that goes because I'm very busy. I've got Tuesday and Thursday for toddlers and I've got these two full time, this one's been up all night, and I've also got three girls before and after school.*

Interviewer: *What do you think are the main challenges for families in your community during the school holidays?*

Participant: *I think it's work wise, there's not a lot of jobs in the area and there's a lot of single parents as well and they are just dependent on low income benefits and so it's just for the parents as well, they've got somewhere to go, they get a cup of coffee, if there's a spare dinner, they'll get*

dinner as well and tomorrow, they all said they would like chicken dinner and I'll make enough so that everyone gets one. And I think they are just dependent on it in the holidays because they haven't got the money to go out all the time, entertaining so they've got somewhere to come Tuesdays, Wednesdays because they come to me on Tuesdays and Thursdays and Georgina on Wednesdays so it's saving on days out and tomorrow I'm open until 2. So they get their kids entertained and by the time they come home and sorted the mummies don't need to take them anywhere else.

Interviewer: And is it good for the parents to have somewhere to go and socialise?

Participant: Yeah, that's what I mean, they get to socialise with different mummies. At the moment, I got a few from XX come along so they're meeting new parents and my parents are meeting them and they're all living by their own so they don't know people from other end of XX so they'll become friends and a little while ago the ones from XX and XX went to the farm

Interviewer: So is it quite challenging to find affordable activities?

Participant: I do fundraising, I do bag packing in Morrisons, I do a summer fair, a Christmas fair and a sponsored walk to the park, the kids walked to the park and we had a picnic.

Interviewer: So do other people help you with this?

Participant: They all muck in where they can. They do the dishes and some put the toys away and things and I do the cooking and usually tidy the kitchen because we get complaints if the kitchen is not right. So I always take it upon myself to do the kitchen and I know that it's done right and it's the same here, we all muck in here today and when XX is on holiday, I open up for her here. Last week, this little girl had foot and mouth so I couldn't take her and so XX opened up for me and I went round and closed up and locked the hall up. So we help each other. So if I come up here and help them, if I'm stuck, they help me, so we all work together.

Interviewer: So you mentioned the challenges for single parents during the school holidays with not being able to go out

Participant: Yeah cos if you're on benefits and things you've got money for food and things but there's not a lot left for activities and interests and outings and if you take a child out and you go to the park and there's an ice cream van and it's extortionate because the ice cream van is not normal price. If you've got 2 or 3 children, you can't do that so if we open most of the day, 3 days a week and they get a cooked meal as well so at home time they'll only need a snack for tea and things.

Interviewer: Did you do this last summer as well?

Participant: yes

Interviewer: and was there a good turn out?

Participant: Oh yeah, it was even better last year, I couldn't keep it going last year

Interviewer: So why do you think it is quieter this year?

Participant: I think they're a lot of people away at the minute so the factories have shut down and that has been different as well and some of them started back yesterday and some of them have only started holidays on Friday but ours is all picking up now because most of the dads are all back now. So I'm expecting to be full tomorrow and Tuesday. Usually the factories all shut down at the same time but they don't seem to have done this year because my husband worked a week, we were supposed to go on holiday but didn't get the visa so we are going in September, so he worked a week of his holidays. But some of the factories only shut for holidays on Friday and he went back

yesterday. So it's been staggered this year and I know a few of mine from toddlers went away on Sunday because some of the mummies are carers and they have to fit in with the rotas as to when they can get their holiday but even with them away they'll be others that will turn up.

Interviewer: Is the location convenient for the families to come?

Participant: It's just in the village hall and it's mainly within walking distance.

Interviewer: Are there anyways you would like to improve the club?

Participant: I think the children need to do even more activities because this year it a slow start. We do arts and crafts and toys and the money I got from the council I was going to get some adult toys and older kids toys and things like that, like Lego that the older kids can play. We've got a big parachute as well and they love doing the parachute at the end so we get the parachute out with everyone sitting around it and things. We are quite close to a park so we normally make that a sponsored walk to make funds and then we spend the morning in the park and have a picnic. So the money from the sponsored walk goes into our funds but I pay the picnic with it. We just did it in June, we did it so we had a big walk and a big picnic. We made £700 odd pounds and everyone enjoyed it and we all sat in the park together and the trip to the farm was a sponsored walk as well.

Interviewer: What do you enjoy most from volunteering?

Participant: I think it's seeing everybody happy and knowing that you're helping them and knowing people, yeah I would say depend on you, because they depend on having that activity for free. I think that's it what I get because some days with these two, with the two of them, I think I could do without this today but I've got the motivation there because you know other people are depending on you for them as well for entertainment and getting them out of the house and things and for mixing. It makes you feel that you're needed as well, it's not just them you know, they need me to keep it going

Interviewer: Thank you, that's great

Appendix Kiii: Parent interview transcript example

Interviewer: *So how did you find out about the holiday club?*

Participant: *One of my outreach workers which I've had who used to come out and help me with the children, she gave me a call, and the nursery was giving information about it as well. So obviously through the nursery and outreach workers as well.*

Interviewer: *so how has it helped by coming to this holiday club during the school holidays?*

Participant: *Well usually with 5 children, if you go out somewhere it's very expensive and you can't keep going out for days out. I don't have transport myself. This is very local so it's in walking distance. The holidays ... it's weather dependent and if it's been raining, I couldn't take them to the park. The first day that I came here I felt like a little child again doing all the activities that were out that day. So yeah it's nice cos the kids just interact with other kids as well.*

Interviewer: *so has helped with your finances by coming to this holiday club?*

Participant: *yeah definitely, um because obviously with them providing a hot meal here it's made it a lot easier at home because in the evening you can do quick a snack. It's really nice as well because the last couple of times we've been the helpers that are there as well has encouraged the younger ones to eat as well. I normally have problems with them eating as well.*

Interviewer: *Do your children enjoy eating and socialising with the other children?*

Participant: *yeah they went off with other children as well and sat at different tables to actually eat their meals.*

Interviewer: *So have they gained confidence from interacting with the other children?*

Participant: *yeah it's been really nice for them*

Interviewer: *so have they enjoyed the food?*

Participant: *yeah, they don't really liked one day cos it was peaches and custard and they don't like peaches and custard but they don't like everything so it's not a problem.*

Interviewer: *have your children enjoyed the activities?*

Participant: *yeah the games that they have up, I don't have anything like that at home and I don't know if they have it at nursery or not but they definitely don't have it at school. Obviously with all the activities they have on the tables that they have up ... last week we all made windmills and they had different other things up as well.*

Interviewer: *Are the times and the days convenient for you?*

Participant: *yeah I mean everyday would be brilliant but at the same time if it was every day you wouldn't be able to do other things in between. Yeah so a few times a week is great.*

Interviewer: *Is the location convenient for you?*

Participant: *yes it's within walking distance. At the same time, you know, if you didn't live local you'd be able get a bus from town down this way as well.*

Interviewer: *what are the school holidays like for you when you are not at this holiday club?*

Participant: well XX in particular he would hit very hard and he would be very difficult if we are at home. If it was raining we would have to stay in so of course he would get more.... They do tend to get bored at home. It's nice because with like with him being here, he'll go off and make new friends.

Interviewer: So does his behaviour change when he's here?

Participant: yeah it does

Interviewer: in what way?

Participant: He plays nicely. So at home he'll hits the others and pushing. I mean even up to the point before we come here and sometimes it can be a nightmare trying to get him out the door but as soon as we are here it's like I can relax, they can relax, they will have fun.

Interviewer: so how about the food here, is that a help for you during the holidays?

Participant: yes because it's the hot meal, if they have a hot meal here you don't have to worry about doing a hot meal for them in the evening. I can do if I want to but ... you know like last week, it was on Thursday I think I did just spaghetti hoops on toast. Although it's another warm meal, it's a quick one.

Interviewer: yeah

Participant: so, me and my partner about 3 weeks, 4 weeks ago we actually parted and he moved out so obviously it has been difficult at home and at school obviously the younger ones they get the free school meals anyway but XX I've been doing packed lunches for but when he will return back he will get the free school meal as well now and that will be easier.

Interviewer: Yeah and for your youngest?

Participant: It's like XX she usually has two lunchtimes at nursery and it's so nice because she is like my fussy eater out of them all and she doesn't really eat much at home is a bit of a picker and when she goes to nursery she eats everything and when we came here last week she ate everything so it's like it's so nice.

Interviewer: For you, do you enjoy being out and meeting new people?

Participant: yeah, it's the adult conversation, it's nice. You know, it's like last week I met another family and I got talking to them and we exchanged mobile numbers. They are like everyday people that you see going to nursery but you'd never talk to them.

Interviewer: so are there any changes you would like to see here?

Participant: no it's like every day we been coming here, it's like there has been something different to do. It's nice obviously for the kids to interact with the other kids. They can play and it's just really nice. I wouldn't change anything

Interviewer: so would something like this in the summer holidays would help?

Participant: Oh yeah definitely it would definitely help. I would definitely come. Even if it wasn't to actually free, I wouldn't mind paying a little contribution to this holiday club.

Interviewer: Thank you for your time

Appendix Kiv: Children focus group transcript example with young people as group facilitators

Two young people helped to facilitate the group discussion (Interviewer 1 and Interviewer 2)

Interviewer 1: *So I'm going to ask you guys the first question for today and the first question is what is the best thing about this holiday club?*

P1: *We get to go on trips*

Interviewer 1: *You get to go on trips, that's good. What kind of trips do you get to go on?*

P1: *Thorpe Park*

Interviewer 1: *Thorpe Park, oh wow.*

P1: *No flip out*

Interviewer 1: *Flip out, ok. What else? Any other points?*

P2: *The park and we get to do baking sometimes.*

P3: *You get to do really fun stuff like dance, cooking and singing*

Interviewer 2: *Okay so the next question is, what do you usually do during the school holidays?*

P5: *sleep in bed until late*

P4: *I go to bed at 4:06 in the morning*

Interviewer 2: *Do you watch movies?*

P4: *No I'm on my Ipad until I fall asleep and just eat chocolate*

P2: *I play on my tablet and go to the park*

P3: *I can't hear her properly*

Interviewer 2: *She plays on her tablet and goes to the park. What do you usually do?*

P3: *I don't know*

Interviewer 2: *Do you watch TV?*

P3: *Yeah*

P1: *Yeah sometimes I go to my cousins house*

Interviewer 2: *Do you want to say anything?*

P6: *I go on holiday*

Interviewer 2: *What like on an aeroplane and somewhere hot?*

P6: *Yes*

Interviewer 1: *Um so the next question is, how does that compare to what you are doing here today at this club?*

P2: *I don't know*

Interviewer 1: *So like what you do in your summer holiday how does it compare to today?*

Interviewer 2: *Who do you usually spend time with during the school holidays?*

P3: *That's easy, my BF*

Interviewer 2: *Your best friend?*

P6: *I always stay with my foster parents*

P3: *My cousins and my brothers*

P4: *I just stay at my house with all my teddies*

P2: *My cousins or my family*

P6: *I always stay with my foster carer*

Interviewer 1: *Alright the next question is, what do you think about the meals at this club?*

P4: *It's so good. At the first day on Monday, it was good, then on Tuesday it was good, on the Wednesday I never liked it but today I liked it.*

Interviewer 1: *What do you like about it?*

P6: *Um when it was the first day, I didn't like the beans but only and liked everything and the second day, I liked it because it was macaroni cheese, my favourite.*

P3: *I like the food because it's my mum's food*

Interviewer 1: *So what is your favourite meal here? What is your favourite type of food here?*

P6: *Macaroni cheese*

P2: *I like the pizza*

P3: *I like the pizza or macaroni cheese*

Interviewer 2: *When you're at home, during the school holidays, what do you normally eat?*

P3: *Like at home, well my mum cooks chicken, pasta and tuna and macaroni cheese*

P6: *she cooks spaghetti, um pasta and jollof rice*

Interviewer 1: *What else do you like to do at the club?*

P6: *Um dance and cooking*

P3: *Dance and cooking too.*

Interviewer 1: *And what would make the club so much better, what would make it better?*

P3: *If famous, well not just famous but if famous people come here and tell us what they do, that would be good. Like if we are dancing, we could use a dancer that has been dancing and they could teach us new dance moves.*

Interviewer 1: *And so what else do you do at the club?*

P4: *I do business, the PE workshop, cooking and computers*

Interviewer 1: *and for you, how could the club be much better?*

P4: *Um if you are allowed to bring your Ipad and there are more charges for kids to put their charges in and you can charge your phone or Ipad*

Interviewer 2: *When you're at home during the school holidays what do you normally eat?*

P4: *Um normally pizza, McDonalds on Fridays, Mondays we have whatever we had on Sunday, Tuesdays we have macaroni cheese, wait no, on Tuesday we have jacket potato, on Wednesday we have patties*

Interviewer 2: *What do you think about the meals at the club?*

P4: *They're good*

Interviewer 2: *What's your favourite one?*

P4: *spaghetti*

Interviewer 1: *Does anyone have anything else to add about what you've been doing and what you've enjoyed doing here?*

P3: *I enjoy everything*

Interviewer 2: *Yeah, okay, does anyone have any questions?*

Appendix Li: Example excerpts for themes and subthemes of staff and volunteers for Study 3

Theme	Subtheme	Staff and volunteers
Need for holiday club	Policy and community level	<p><i>"I think after speaking with the families it is definitely affordable activities in the English climate where you can't just go to the park and stuff and again it is definitely the financial need because looking at the schools and the amount of free school meal and the people premium stuff is very high in these schools."</i></p> <p><i>"Well most of our children at XX receive free school meals when they are at school and so that's five times a week, they have a meal that's paid for them."</i></p> <p><i>"I think holiday provision is needed everywhere, not just this community or this area, it's needed in all areas and in all communities. We have working parents who need somewhere for their children."</i></p>
	Household level	<p><i>"The um majority of families who live in the flats up at Sulgrave tend to be very isolated because of the drug and alcohol issues that are in the flats and tend not to mix very well with people so when the um holidays arrive, the families are fairly isolated. Now a lot of the families do work but are on very low wage um so I would think there is quite a big proportion who do survive on benefits although there are families who are a little bit better off um but our holiday provision is particularly targeted to um those families who are living on the breadline."</i></p> <p><i>"Very often the parents get a lot out of it, seeing their children play and being a family unit over the summer is a big thing as well you know. Children are going off on holidays, split families, are going off with their dad or mam, so being with their family unit or with extended family in the project together is a real help."</i></p>
	Individual level	<p><i>"I mean even just one of the children today, she come and told us she hadn't any breakfast, when was the food ready because she hadn't had any breakfast, you know so I think it's really beneficial in these type of places, definitely."</i></p> <p><i>"A lot of the children we've got here have got siblings so some families have got three children and that parent may have a smaller child so it's giving them a bit of free time um and it's also taking pressure off them for providing lunches and food during this time. They have said it's helpful that they've had a main meal during the day and they can just go home to a snack in the evening."</i></p>

Appendix Li: (Continued) Example excerpts for themes and subthemes of staff and volunteers for Study 3

Theme	Subtheme	Staff and volunteers
Delivery of holiday club	Type of provision offered	<p><i>“When we host our holiday activity provision weeks, parents get the opportunity to meet with other people, they also get the chance to have affordable days out albeit just over the road from where they live but the children get to experience a bouncy castle, face painting, we had owls at the last one, they get to experience things that more wealthier families take for granted quite a lot.”</i></p> <p><i>“With the XX funding, it has allowed us to expand on the offer of what we offer. We chose not to do lunches, simply because we could quite clearly see that children were bringing in packed lunches so we know they are eating during lunch time, we felt the need was for a hot tea. So we do a proper hot tea so they could have curry and rice, they could have pasta, so there’s an array of different things, hot food that they can get as a hot tea, so that would take them into the evening as it were and even if they were to go home and have a light snack, we know that they’ve eaten properly for those two days. We only do it two days here because obviously we provide, we also provide a programme of activities which isn’t just around hot food. Ideally, if we could do it every day, then we would but I would need to look at how we fund that.”</i></p>
	Issues	<p><i>“I’m not sure we can carry on with the same level of commitment as we are if funding gets tighter and my staffing level falls so those are my two main issues.”</i></p> <p><i>“I think it would be better if there were more volunteers. They’re not that many volunteers and it is hard work when they’re only a few volunteers and like as I was saying, next week, we are down on volunteers as people have got other things to do, so I think if we had more volunteers.”</i></p> <p><i>“I’m not saying it’s not easy, it’s difficult um I spend a lot of time shopping at the weekend and getting ready.”</i></p>

Appendix Li: (Continued) Example excerpts for themes and subthemes of staff and volunteers for Study 3

Theme	Subtheme	Staff and volunteers
Perceived outcomes	Children and Parents	<p><i>“Having us here, they can relax, they can put their children here. I know most people have more than one child so if they put their 8 to 18 or when I say put, when they send their children to us, they know they can relax at home with their other children if they got little children or babies or younger ones or if they’ve got an older one, they can relax. Um if they’re working, they can work or can have some time for themselves as well. They know they are protected.”</i></p> <p><i>“It has many affects in terms of diet, development, social skills, do you know what I mean. So I think this is good because obviously it’s the continuity of being in school every day, you are learning, you know, you are socialising and it’s good that it continues for the summer holidays, do you know what I mean, and as I said, it’s respite for the parents.”</i></p>
	Staff and volunteers	<p><i>“My staff, one, two, three, four of us are now trained in food hygiene and allergens and also food health and safety so it gave us an impetus to do this.”</i></p> <p><i>“It helps volunteers to gain work experience as well that they wouldn’t get elsewhere.”</i></p> <p><i>“We enjoyed the first year course. I think it was meant to be an accredited level 1. At first when he was talking about it, he was saying ‘we’ll do the level 1’ and then the one he brought up he said ‘well this one’s not accredited but we can do it anyway’ but we weren’t getting paid for it but were getting it for nothing, we still got a certificate out of it, at the end of the day, so we still got something there and we’ve all had, because we are all volunteers.”</i></p>

Appendix Lii: Example excerpts for themes and subthemes of parents for Study 3

Theme	Subtheme	Parents
Challenges of school holidays	Policy / community level	<p><i>“Trying to keep the kids entertained. There’s like nothing local and everything costs so there’s only the park and they get bored of that after a while.”</i></p> <p><i>“The bus fares and stuff are expensive, aye, there’s nothing round here apart from ? park but it costs to get in there as well.”</i></p> <p><i>“Childcare is so expensive. The clubs are so expensive, like 12 pound a day. For parents like on a low income, it’s way too much, even if it’s concessionary, I think concessions are eighty pounds, that’s still expensive and I already know that you’ve got to provide your own pack lunch, if they’re going on a trip, you’ve got to pay for that so it builds up and it does work out really expensive.”</i></p>
	Household level	<p><i>“I think that’s one of the main challenges is finance for a lot of the families.”</i></p> <p><i>“I’m on a capped budget plan, my budget is quite tight.”</i></p> <p><i>“Well usually with 5 children, if you go out somewhere it’s very expensive and you can’t keep going out for days out. I don’t have transport myself.”</i></p>
	Relationship with children	<p><i>“It’s to keep them occupied, especially when your child gets up at 5.30 every morning regardless and by 10 o’clock they are bored so you got to take them out.”</i></p> <p><i>“Keeping them busy, cos it’s ‘mum I’m bored’ and I hate that word and that’s the main thing is keeping them occupied.”</i></p> <p><i>“So my daughters got slight autism and epilepsy as well and so it’s quite difficult taking her out quite a lot of the time. She gets really stressed out easily”</i></p>

Appendix Lii: (Continued) Example excerpts for themes and subthemes of parents for Study 3

Theme	Subtheme	Parents
Challenges of school holidays (continued)	Isolation	<p><i>“So it is really quite isolating.”</i></p> <p><i>“Not a lot we just at home and play. We don't actually have anything to do, they just stay at home and play.”</i></p>
Structure of holiday club and provision offered	Safe place for children to play; variety of activities; provision of a meal	<p><i>“It’s ideal cos I’ll bring them here and they’ve got stuff on like art stuff or they make pizzas for the kids and the kids can design their own and they’ll cook it and they always do cooking, they cook different stuff. They get like fruit and everything and they make fruit cocktails or fruit on a stick with chocolate and there’s something different every time, it’s not the same thing every week. The bigger kids will come in here and play games.”</i></p> <p><i>“Obviously with them providing a hot meal here it’s made it a lot easier at home because in the evening you can do quick a snack. It’s really nice as well because the last couple of times we’ve been the helpers that are there as well has encouraged the younger ones to eat as well. I normally have problems with them eating as well.”</i></p>
Motivating factor to attend	Existing relationship with holiday club staff or referral agency; familiarity with holiday club setting	<p><i>“At our school we have a parent adviser her name is XX so she put her our name forward and we did it last year and it was so helpful.”</i></p> <p><i>“I have also been here. There’s always been toddler groups and stuff on.”</i></p>

Appendix Lii: (Continued) Example excerpts for themes and subthemes of parents for Study 3

Theme	Subtheme	Parents
Perceived outcomes	Support with parenting; social interaction for parents and children	<p><i>“It gives you that little bit of a break, doesn’t it. It may only be a couple of hours but it’s nice when they mingle.”</i></p> <p><i>“He’s more challenging during the holidays but it’s calmed him down coming here. He’s not as naughty. Yeah his behaviour has improved coming here, that’s one thing I can say about it. You see he’s the more challenging one in the house and he’ll get bored and get angry and that.”</i></p> <p><i>“It’s brought my son out in being more self-confident and more socialising along with other children and with me it gets me out of the house and have adult conversations and meet other adults rather than being with children all the time.”</i></p>

Appendix Liii: Example excerpts for themes and subthemes of children for Study 3

Theme	Subtheme	Children
Home life in the school holidays	How children spend their time	<p><i>"I go and play in the back garden sometimes and sometimes we get sweets and lollies and we go out, sometimes we see our Grandma."</i></p> <p><i>"Play on my iPad and play out."</i></p> <p><i>"I just stay at my house with all my teddies."</i></p>
	Food they eat	<p><i>"Normally pizza, McDonalds on Fridays, Mondays we have whatever we had on Sunday, Tuesdays we have macaroni cheese, wait no, on Tuesday we have jacket potato, on Wednesday we have patties."</i></p> <p><i>"Well, at home sometimes we have chicken dippers and sometimes I ask for noodles which is my second favourite food and sometimes we go for a KFC or a McDonalds."</i></p> <p><i>"I don't really know, normally we just eat pizza."</i></p> <p><i>"I miss out on breakfast sometimes so we usually get lunch and usually get sandwiches."</i></p>
Impression of the holiday club	Food and activities provided	<p><i>"I love playing French and English. It's a group game that we play. There's two teams and there's two benches on each side. Um if someone gets out, you try and throw it at them, if you catch it with one hand, your whole team is in and then you have to try and get the other team out so then the team that's won."</i></p> <p><i>"We've done fun things and played fun games."</i></p> <p><i>"It's yummy because I usually get stuff from precooked meals but when you get something that's homemade and they've made it themselves, it tastes a whole lot better."</i></p> <p><i>"It's okay. I wouldn't say I would eat it on a regular basis but the food's alright."</i></p>

Appendix Liii: (Continued) Example excerpts for themes and subthemes of children for Study 3

Theme	Subtheme	Children
Impression of the holiday club (continued)	Relationship with staff	<p><i>“We have fun staff and they are kind of down to our level. They know how we feel about telling them and they like joking with us and that’s a good thing cos when you go to a youth club, you don’t want the staff to be just stern with you, you want them to, like, have jokes with you and that’s what’s good about here.”</i></p> <p><i>“I like the staff because they are very helpful and they care.”</i></p>
	Suggested improvements	<p><i>“Somewhere to play outside.”</i></p> <p><i>“We should like to do some more painting, skipping ropes when it’s sunny.”</i></p> <p><i>“If famous, well not just famous but if famous people come here and tell us what they do, that would be good. Like if we are dancing, we could use a dancer that has been dancing and they could teach us new dance moves.”</i></p>
Perceived outcomes	Enjoyment; socialisation; skills developed; change in behaviour	<p><i>“You get to meet new people and do things that are different.”</i></p> <p><i>“We get to be with friends and have a break from your little siblings and have time with my mates. Cos like at home we have to do what they want to do because if they don’t want to do something, they’ll have a strop so the best thing about being here is spending time with my mates and that and getting away from them.”</i></p> <p><i>“Because you learn more here.”</i></p> <p><i>“When I’m at home, I’m like lazy but when I’m here, I’m all like artsy, and I’m all like creative and full of energy.”</i></p>

Appendix Mi: Parent information for young person focus group facilitator

Summer Holiday Research Project

What is this project all about?

Hello, my name is Emily Mann and I'm from Northumbria University's Healthy Living Team. I am carrying out an evaluation of holiday clubs in London. As part of this evaluation I would like to find out about the views and attitudes of children and their parents participating in the clubs and issues concerned with school holidays in general.

What will my child be asked to do?

Your child will be required to facilitate a small group discussion with other children about their views of the school holidays and the Holiday Club. The group discussions will last for about 30 minutes. All discussions will be recorded and transcribed for research purposes. The findings from this research will be summarised to provide a general overview of the views of Holiday Club

Your child has received training at a focus group workshop at City Hall and all the focus groups will be managed by myself at the holiday club setting. Following the focus group discussion there will be a debrief session and an opportunity for your child to discuss any issues raised in the focus groups.

How will our information stored and used in the future?

All information will be stored securely and destroyed in accordance with the Data Protection Act 1998. The information may be used in future presentations and publications about the project but no personal information, such as names, will be disclosed.

Has this project received appropriate clearance?

This project has been approved by the Faculty of Health and Life Sciences Ethics Committee at Northumbria University and consent has been given for the project to take place on the holiday club premises. Emily Mann is in possession of an up-to-date Barring and Disclosure Enhanced Certificate.

How can I withdraw from the project?

If for any reason you decide to withdraw your child's participation or information from this project, please contact Emily Mann on the email address provided, within one month of taking part. After this date it might not be possible to withdraw individual information because the results may have already been published. As all information is anonymised, your individual information will not be identifiable.

How can I find out more?

For more information please contact Emily Mann via email: emily.mann@northumbria.ac.uk or via Sheetal Mistry at the Mayor's Fund for London.

What do I do if I decide I want to take part/ want my child to take part?

Please find attached a consent form for your child to take part in this project. All the information you provide in these forms will be stored securely and your personal details will remain confidential

Thank you for reading this information leaflet

Appendix Mii: Parent consent form for young person focus group facilitator

Parental Consent for Child to Participate in Research

Fill this form in if you want YOUR CHILD to take part in the research		
Your Personal Details		
Title: e.g. Mrs, Mr, Ms etc.	Forename: Please write your first name.	Surname: Please write your last name.
Your Child's Name:		
Please confirm that you agree with the following sentences by providing your signature below:		
I have read and fully understood all the information provided about the project.		
I understand that if I would like further information about the project I should contact Emily Mann.		
I understand that I am free to withdraw my participation from the project at any time, without having to give a reason and without prejudice.		
I understand that information collected from the recordings might be used in presentations and publications, but the actual recordings will be stored securely and will only be accessed by the research team.		
I give my consent for my child to take part in this research project.		
Signature of Participant:.....		
NAME IN BLOCK LETTERS:		
Date:		
Signature of researcher..... Date.....		

Appendix N: Young person focus group skills workshop presentation

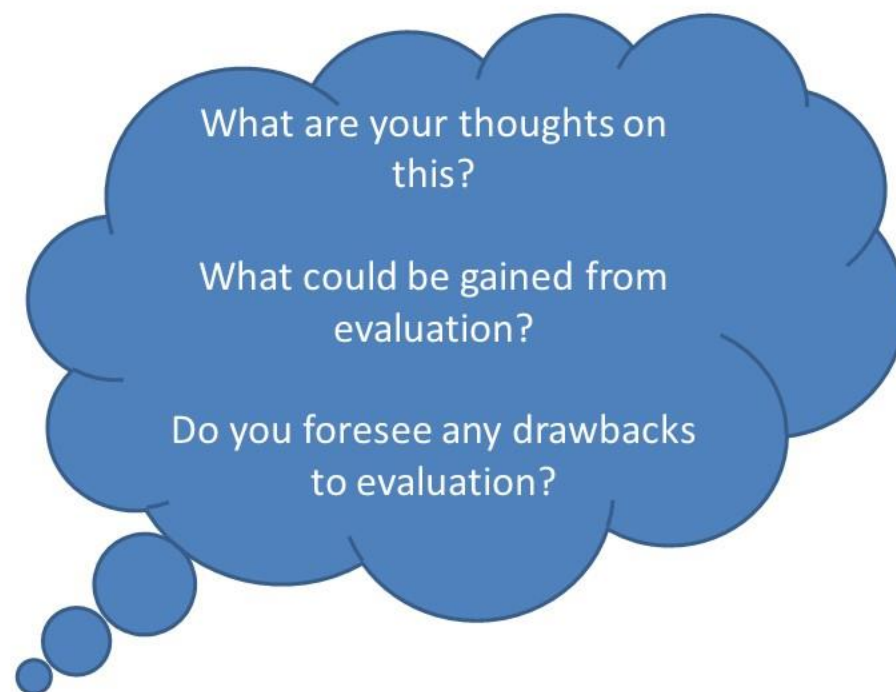


Kitchen Social Programme Focus Group Skills Workshop

Learning Objectives

- To understand the importance of research and evaluating the Kitchen Social programme
- To develop knowledge and skills necessary to be able to support the Kitchen Social programme evaluation
- To gain a thorough understanding of what **you** will be required to do as part of the evaluation this summer

Why bother with evaluation?



What will Youth Board Members be asked to do?

- Help to develop an interview schedule
- Distribute consent forms
- Facilitate focus groups



Appendix N: (Continued) Young person focus group skills workshop presentation

What do you need to consider?

- Informed consent
- Confidentiality
- Right to withdraw



healthy living

Also, if you come along to a discussion but then you change your mind, you can leave at any time because it's up to you whether you join in or not. Also, if you're asked a question you don't want to answer that's fine. You don't have to talk about anything you're not comfortable talking about.

Would you like to come along and talk about the Family Holiday Club and other things to do with the school holidays with other children from the Family Holiday Club?

Yes No

If you circled yes, does this mean that you are happy to have your voice recorded while you talk about the school holidays and Family Holiday Club with other people from the club?

Yes No

 If you said yes, please give us some details on the next page to help us further with our research. All your personal information, like your name, age, where you live etc. will remain private and will be stored in a secure place at the university.

northumbria
UNIVERSITY

healthy living

I would really like to find out about what children and young people think about the Family Holiday Club and school holidays in general.

If you would like to help me with this, you will be invited to come along and talk about the Family Holiday Club with a researcher. We will talk about things like...

What's the best part of the Family Holiday Club?

What would make the Family Holiday Club even better?

What do you do during the school holidays?

What happens at Family Holiday Club?

What food do you like?

To make sure I remember everything that you say, everyone will be recorded. I will listen to these recordings and write down everything that was said during the discussion. This is nothing to worry about though, only the people working on this project will get to listen to the recordings, and your name will be removed so no one will ever know the bits you said.

Now you have consent...

DO NOT encourage any young person who has opted out of the evaluation to participate in the focus group
Remember, young people can opt out at any stage

A consent form titled "healthy living" for a young person. The form includes fields for "My first name is...", "I am ... years old", "My date of birth is", "My last name is...", "I am a... (draw a circle around the right answer)", "Tick the box which you think best describes your ethnic background", "Your signature", and "Signature of researcher". The form also includes a date field and a logo for "northumbria university".

My first name is...	
I am ... years old.	My last name is...
My date of birth is	I am a... (draw a circle around the right answer)
Tick the box which you think best describes your ethnic background. Only tick ONCE!	Boy Girl
White: <input type="checkbox"/> English/Welsh/Scottish/ Northern Irish/British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy or Irish traveller	Asian/Asian British: <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese
Black / African / Caribbean / <input type="checkbox"/> Black British <input type="checkbox"/> African <input type="checkbox"/> Caribbean	Mixed / multiple ethnic groups: <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian
<input type="checkbox"/> Any other background (please write here)	
Your signature:	Date:
Signature of researcher:	Date:

Focus Groups



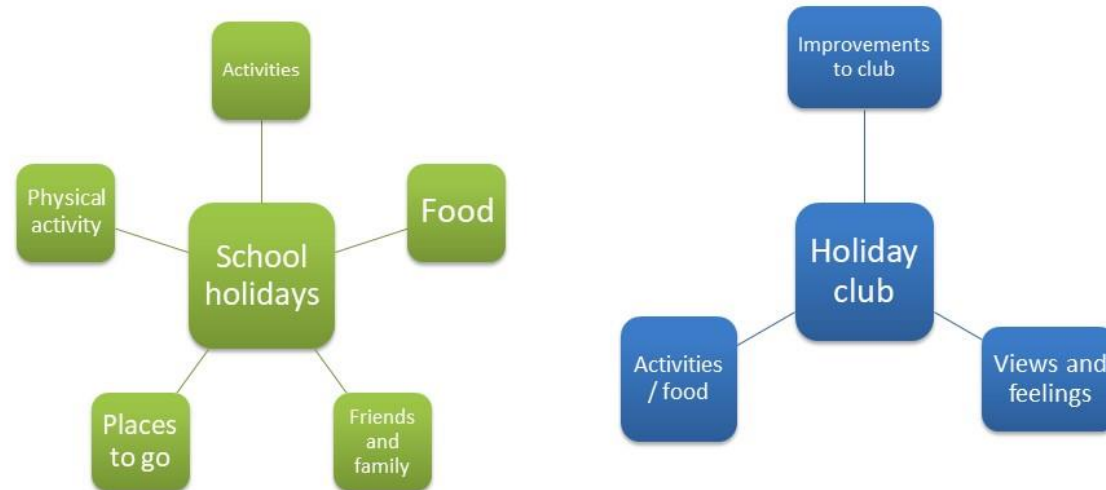
Investigating the impact of Kitchen Social on young people

Asking questions

- Open questions
- Closed questions
- Follow-up questions
- Leading questions



Creating an interview schedule



Focus Group Process

- Collect signed consent forms for each young person that would like to take part
- Decide on focus group composition- which young people will participate in the same group
- Prepare equipment. Set up the space for the focus group. Familiarise yourself with the focus group questions. Test the recorder.

Focus Group Process

- Welcome young people to the focus group and remind them what they've signed up to do
- Obtain verbal assent- this is checking whether young people are still happy to take part and reminding them that they are free to withdraw from the discussion at any time if they wish to do so
- Ask whether anyone has any questions

Focus Group Process

- Start the recorder
- Discuss group ground rules
- Ask each focus group question in turn
- Check whether all ideas have been exhausted
- Thank young people for their participation and give each person a debrief sheet, which explains the aims of the evaluation and what will happen to the information they've provided

Focus Group Process

- Ask whether anyone has any questions
- Switch off the recorder

Focus Group Process



After the Focus Group



Remember
confidentiality

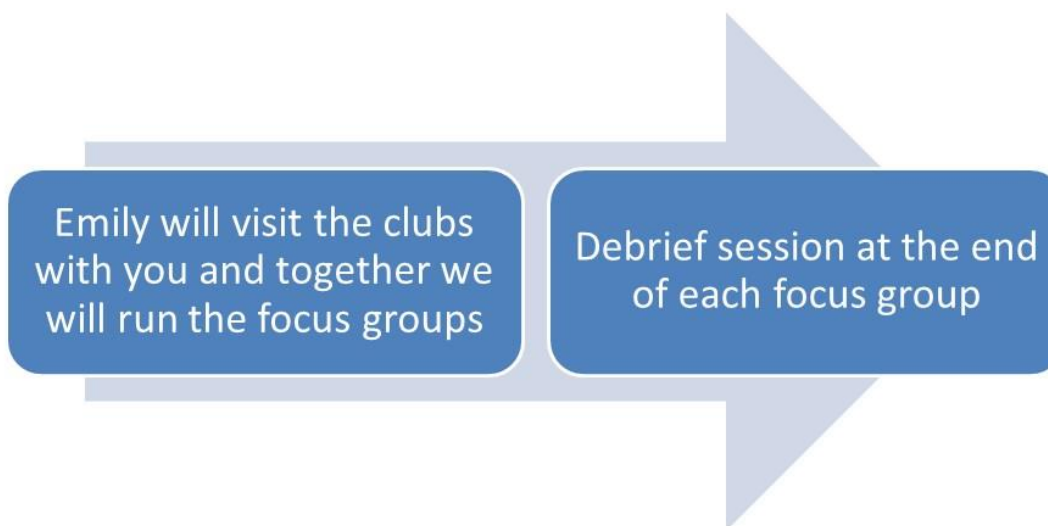
After the Focus Group

- What happens to the recordings of the discussions from the focus groups?



Appendix N: (Continued) Young person focus group skills workshop presentation

When?



What do I get out from taking part?

- Develop good interviewer skills:
 - Interpersonal skills
 - Clear speaker
 - Good listener
 - Flexible to situations
 - Non-judgemental
- Opportunity to participate in the Kitchen Social evaluation



Focus Group Workshop

Information sheet

What is evaluation research?

An evaluation is a type of research and its aim is to understand if an intervention (such as a holiday club) has achieved its goals. By carrying out an evaluation you can find out what works well and change what doesn't. You can also share what you have learnt from your evaluation with other people interested in your project. As with all research, it needs to be ethical, sceptical and systematic.

Why is ethics important?

It is important to respect all people who take part in the research project. An ethical research study should:

- Avoid harm to participants (for example physical or emotional)
- Have willing participants who don't feel forced to participate
- Fully inform the participants of the goals of the project and their role in the focus group (this is known as informed consent)
- Respect the privacy of the participants. Reassure them that everything is confidential and their name won't be used so no one will know the bits they said.

How do you ask good questions?

Interviews and focus groups are a good way to find out people's views, experiences, behaviour and feelings. There are different types of questions that we can use to obtain information:

- open questions – a question with a wide range of possible responses
- closed questions – a question with limited set of possible answers
- follow-up questions – a question used by the interviewer to probe and find out more
- leading questions – a question which suggests an answer.
-

Questions need to be clear and easy for the participants to understand. Remember when asking questions on sensitive topics you don't want to ask questions which people might find difficult or embarrassing to answer or make them unhappy or uncomfortable. It is important to practice or pilot your questions before you start your focus groups.

What are focus groups?

Focus groups are group interviews involving a guided discussion with around 5 – 8 people to find out their views on a certain topic. The researcher is a facilitator in these discussions (someone who guides and helps something to happen). The facilitator has a set of questions, known as an interview schedule to help probe the participants to express their opinions on the topic. These group discussions are usually recorded so they can be transcribed and the data analysed afterwards. Before you start your focus groups, you must receive informed consent from all the participants in the group. At the start of the focus groups, remember to discuss the ground rules, ask the questions in turn and make sure everyone gets the chance to speak.

Focus Group Procedures

- Collect signed consent forms for each young person that would like to take part
- Decide on focus group composition- which young people will participate in the same group
- Prepare equipment. Set up the space for the focus group. Familiarise yourself with the focus group questions. Test the recorder.
- Welcome young people to the focus group and remind them what they've signed up to do
- Obtain verbal assent- this is checking whether young people are still happy to take part and reminding them that they are free to withdraw from the discussion at any time if they wish to do so
- Ask whether anyone has any questions
- Start the recorder

Appendix O: (Continued) Young person focus group information handout

➤ Discuss group ground rules:

Establishing ground rules before you begin your focus group is a good way of getting everyone in the group talking. It also allows you to set out some expectations, which should help to reduce the possibility of issues arising during the focus group. Remember the most successful groups are those that get lots of input from the people taking part. Here is an example of ground rules which can be added to or changed by children in the group:

Ground Rules:

- Everyone's opinions count. There are no right or wrong answers to any of the questions, the research team at Northumbria University would just like to know what you think.
- Everyone should get their chance to speak so avoid talking over others or interrupting while they're talking
- It's fine to disagree with someone but don't make anyone in the group feel silly for something they've said
- Be yourself and be honest. The research team listening back to the recordings are really keen to find out what you think, not what you think they want to hear.
- If you don't understand something, ask the facilitator

- Ask each focus group question in turn
- Check whether all ideas have been exhausted
- Thank young people for their participation and give each person a debrief sheet, which explains the aims of the evaluation and what will happen to the information they've provided
- Ask whether anyone has any questions
- Switch off the recorder

Appendix P: Young person focus group pre- and post-workshop evaluation form

Focus Group Skills Workshop Pre-workshop Questionnaire

On a scale of 1-5 please rate your current level of understanding with 1 being 'Nothing at all' and 5 being 'A lot'

How much do you know about:

- Carrying out evaluation research?

1 2 3 4 5

- Research ethics?

1 2 3 4 5

- Developing research questions?

1 2 3 4 5

- Running a focus group?

1 2 3 4 5

What do you hope to gain from today's training?

Focus Group Skills Workshop Post-workshop Questionnaire

On a scale of 1-5 please rate your current level of understanding with 1 being 'Nothing at all' and 5 being 'A lot'

How much do you know about:

- Carrying out evaluation research?

1 2 3 4 5

- Research ethics?

1 2 3 4 5

- Developing research questions?

1 2 3 4 5

- Running a focus group?

1 2 3 4 5

What do you feel you gained from today's training?

What did you find most useful?

What could be done to improve this training?

Thank you for your feedback!

Appendix Q: Young person focus group pre- and post-workshop evaluation results

Table Q1. Pre- and post-workshop evaluation results

	Pre workshop Questionnaire	Post-workshop Questionnaire
<i>N=5</i>	Average score	Average score
<i>How much do you know about:</i>		
Carrying out evaluation research	2.8	5.0
Research ethics	2.6	5.0
Developing research questions	2.6	4.8
Running a focus group	2.6	5.0

Summary of young people's comments on participation in the workshop

Pre-workshop Questionnaire

What do you hope to gain from training?

Increase knowledge of research and improve research skills

Post-workshop Questionnaire

What do you feel you gained from today's training?

Gained a good understanding of research and communication & being open to different views

What did you find most useful?

Asking questions / ethics / learning how to deal with children in focus groups

What could be done to improve the training?

Faster pace / more practical work / more videos

Appendix Ri: Organisational information and consent form for Study 4

Research Information Sheet

The aim of the research is to investigate the impact of the holiday clubs, participating in Kitchen Social, on the social, health and wellbeing outcomes of the children and their families. The research will take place at your holiday club setting and will examine the views of staff, parents and children attending the holiday provision programme. The holiday club would be required to assist in the recruitment of participants including children, parents, staff and volunteers for focus groups and interviews with the research team. The focus groups and interviews will aim to gain the views of the individuals with respect to their experiences of school holidays and the impact of the Kitchen Social programme.

For the second part of the research, the holiday club would be required to assist in the recruitment of children to complete a food diary and nutritional quiz. The child will be invited to fill in a short diary where they will be asked to draw pictures and write a few words about what they did and what they had to eat and drink at the holiday club and at home. The food diary and quiz will take approximately 15 – 20 minutes to complete. This can be done as part of an activity at the holiday club. Children and young people will be asked to do this on two separate occasions, once at the start of the summer holidays and then again towards the end of the holidays. Each time the children are asked to complete the food diary, they will be asked if they are happy to do it, and won't have to complete this activity if they don't want to.

This study has received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. All participants will be provided with information sheets about the research and asked to complete consent forms if they are happy to participate. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk.

I would be grateful if you could read and complete the attached organisational consent form and return to me by email, emily.mann@northumbria.ac.uk or at the meeting on Tuesday 18th July.



CONSENT FORM

Project Title: Examining the impact of holiday provision programmes on the social, health, wellbeing and educational outcomes of children and their families

Name of Organisation:
Please confirm that you agree with the following sentences by providing your signature below:
I have read and fully understood all the information provided about the research project
I understand that employees will provide information on their views and attitudes of holiday provision programmes via interviews
I understand that parents / carers and their children, attending the holiday provision programme, will be invited to participate in the research and to provide information on their views and attitudes of the holiday club via interviews and focus groups.
I understand that children and young people will invited to complete a food diary and nutritional quiz on two separate occasions: at the start and end of the school holidays.
I provide consent for my organisation to participate in this research project

Name:

Signed:

Date:

Role within organisation:

Researcher's signature:

Summer Holiday Club Research Project

What is this project about?

Hello, my name is Emily Mann and I'm from Northumbria University's Healthy Living team and I'm doing research about what children do and eat over the summer holidays.

In order to find out about this, I would like to ask children who are going to holiday club to fill in a diary that will ask them questions about what they did and what they had to eat and drink at holiday club and at home. They will be asked to do this on two separate days. The holiday club have said it is ok for the children to do this as part of the activities the holiday club.

What will my child have to do?

Your child will be asked to fill in a short diary on two occasions. It will ask questions like "What did you do at holiday club this morning?" and "What did you do at home yesterday?" and "Did you have your lunch at holiday club today? What did you have?" They will be asked to draw a picture and write a few words about these things.

The diary is based on something called the "Day in the life questionnaire" and includes prompts and pictures to help children fill it in, and is designed particularly for children to complete. It will be done as part of the activities in the holiday club and the children will be given help to complete it if they need it.

Your child will also be asked to take part in a small group discussion with other children about their views of the school holidays and the holiday club. All discussions will be recorded and transcribed for research purposes. The findings from this research will be summarised to provide an overall view of the summer holidays and the holiday club.

What will happen to the information collected in this project?

All of the information will be stored in accordance with the Data Protection Act and will only be used for the purpose described in this leaflet. No one else will have access to the information I collect. It may be summarised and be included my PhD thesis and it might also be used in publications and presentations, but your child will never be identified in any reports or presentations. All information collected during this project will be anonymised – your child's name will never be used – I will use unique participant numbers instead.

What if my child does not want to take part or I change my mind?

Each time the children are asked to fill in the diary, or take part in a group discussion, they will be asked if they are happy to do it. If they do not want to, that is absolutely fine and they won't have to.

If you change your mind after the diary activity has been done, please let me know within a month of your child doing it so their anonymous information can be removed. After this time, it may not be possible to remove your child's anonymous data from the research because the results may have been published.

How can I be sure it is okay for my child to take part in this study?

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk.

If you have any questions about the project, please get in touch with me by email at: emily.mann@northumbria.ac.uk, or leave your name and number with a member of the holiday club, and I will get in touch to answer any questions you may have.

What next?

If you are happy for your child to take part, please complete the enclosed consent form.

Thank you for reading this information leaflet

Parental Consent for Child to Participate in Research

Fill this form in if you want **YOUR CHILD** to take part in the research

Your Child's Details:	Surname: Please write your child's last name.	Forenames: Please write your child's first name.
Please confirm that you agree with the following sentences by providing your signature below:		
I have read and fully understood all the information provided about the project.		
I understand that if I would like further information about the project I should contact Emily Mann.		
I understand that I am free to withdraw my child's participation from the project at any time, without having to give a reason and without prejudice.		
I understand that information collected from the food diaries might be used in presentations and publications.		
I understand that information collected from the recordings might be used in presentations and publications, but the actual recordings will be stored securely and will only be accessed by the research team.		
I give my consent for my child to take part in this research project.		
Signature of Parent / Carer :..... NAME IN BLOCK LETTERS: Date: Signature of researcher..... Date.....		

Summer Holiday Club Diary



We would like to find out about how holiday clubs affects what you eat and drink, what activities you do and how you and your family feel compared to when you do not attend the holiday club.

If you would like to help us with this, you will be asked to complete a holiday diary the day you attend holiday club and a day you do not attend telling us about the food you ate in the mornings and lunch times and what you did.



I will take the holiday diaries away and read them to find more about the difference your holiday club has made to you and your family. This will help us to understand more about children and the things they need to be happy and healthy.

Your completed holiday diaries will be locked away and only the people working on this project will be able to read it. Your name will also be completely removed so no one will ever know the information you gave.








Also, if you are asked any questions you don't want to answer that is fine. If you decide you want to take part, but then you change your mind, you can stop taking part at any time because it's up to you whether you do it or not.

Would you like to take part in this project? (Circle yes or no)

Yes

No

Please give me some information if you said **yes** to take part.

My first name is... 	My last name is... 
I am <input type="text"/> years old.  My date of birth is <input type="text"/>	I am a... (draw a circle around the right answer) <div style="text-align: center;"> Boy Girl </div> 
Tick the box which you think best describes your ethnic background <input checked="" type="checkbox"/>	
Asian/ Asian British: <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese <input type="checkbox"/> Any other back ground: 	Black / African / Caribbean / Black British <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other background: 
Mixed / multiple ethnic groups: <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other background 	White: <input type="checkbox"/> English/Welsh/Scottish/Northern Irish/British <input type="checkbox"/> Irish <input type="checkbox"/> Gypsy or Irish traveller <input type="checkbox"/> Any other background 

Sign here

Appendix Riv: Child debrief form for Study 4



Lots of community centres have holiday clubs like the one you have went to. This booklet helped me to learn about children's views on holiday clubs.

All the things you shared in this booklet are really important to us. I will tell people what children at your community centre and other centres in the London have said about holiday clubs.



I made sure that I used your secret number so no one will know it's you who completed the holiday club booklet. I also locked away your consent form and holiday club booklet so only our team can see them.



When I've finished finding out about holidays clubs in the London I will let you and your community centre know all the things I have found out. I will be using the information you gave me in your booklet to publish work on this and talk about it to lots of people in the future. I will never put your name on any of this information.

Don't forget, if you have any questions about the project you can ask your community centre and they will pass the question on to me. I will be sending a summary of all the things I found out to your community centre once I have completed the work.



Thanks for all your help with this important project. You did a great job!



Appendix S: Child food diary for Study 4



Holiday Club Diary

Please tell us about yourself ...

What is your name? _____

How old are you? _____

What is today's date? _____

Are you a girl? ☐ Or a boy? ☐

(You will be given a secret number and it will be written on the next page. I will take this page off so no one will know who filled this diary in)

Thank you for agreeing to help us with our work. We are trying to find out a bit about what children do in their spare time and what they like to eat. To help us find out about these things, we would like you to answer some questions in this booklet.

Remember ...

- + This isn't a test, we would just like to know what you think
- + If there are any questions that you don't want to answer, you can leave them out
- + No one will know which answers are yours because we'll take your name off your booklet and use a number instead.
- + We're interested in finding out what you think so please don't copy anyone else's answers. If you need help, you can ask the person helping out at your club.

(Time 1, Book 1)



What did you do?

YESTERDAY MORNING

1 What time did you get out of bed yesterday morning?

2 Did you have anything to eat or drink for breakfast yesterday?

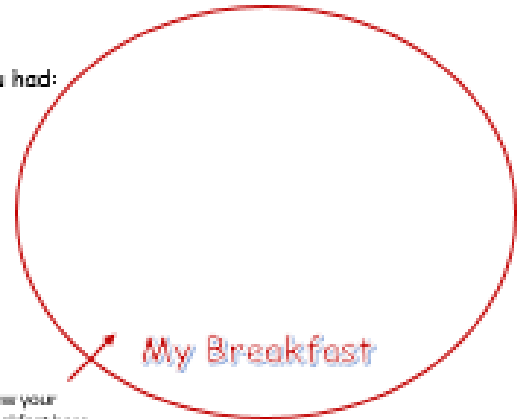
Yes

No

If you said yes, please write and draw what you had:

I had:

I drank:



Draw your
breakfast here

3 What did you do most of the time yesterday morning between breakfast and lunch?
(please draw a circle round the correct answer – if you did more than one thing, put a circle around everything you did)

 Played on the computer or tablet	 Listened to music	 Went out	 Played out	 Arts and crafts	 Watched TV
Or did you do something else? (What else did you do?)					

4 Did you eat or drink anything between breakfast and lunch?

I had: _____

I drank: _____

YESTERDAY AT LUNCH

5 Did you have anything to eat or drink for lunch yesterday?

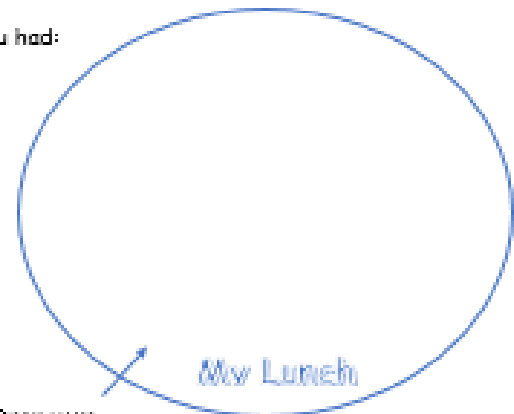
Yes

No

If you said yes, please write and draw what you had:

I had:

I drank:






Draw your
lunch here

YESTERDAY AFTERNOON

6 What did you do most of the time yesterday afternoon between lunch and your evening meal?

(please draw a circle round the correct answer - if you did more than one thing, put a circle around everything you did)

					
Played on the computer or tablet	Listened to music	Went out	Played out	Arts and crafts	Watched TV
Or did you do something else? (What else did you do?)					

7 Did you eat or drink anything between lunch and your evening meal?

I had: _____

I drank: _____

8 Did you have anything to eat or drink for your evening meal yesterday?

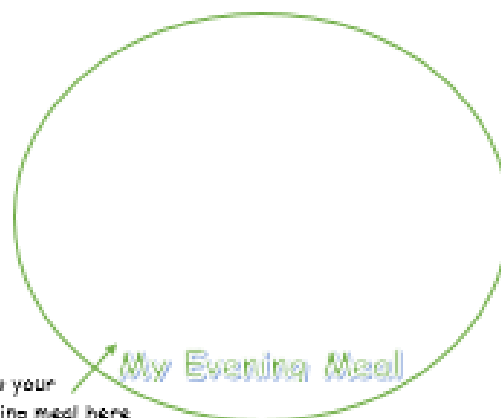
Yes

No

If you said yes, please write and draw what you had:

I had:

I drank:



9

What did you do after your evening meal yesterday? (If you didn't have an evening meal, write down what you did before you went to bed)

10 Did you have anything else to eat or drink yesterday that you haven't put on this form?

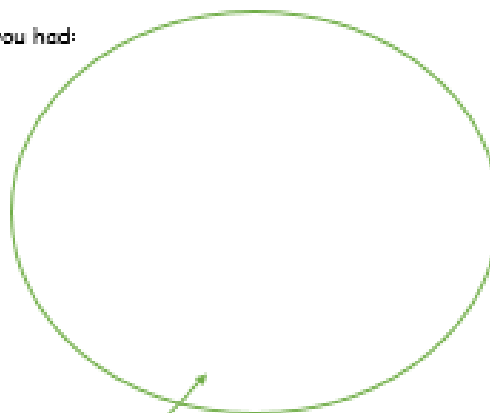
Yes

No

If you said yes, please write and draw what you had:

I had:

I drank:



If you have anything else to eat or drink that is not on this form, please draw it here

11 What time did you go to bed yesterday evening?


The End!

Thank you very
much for your
help





A question of justice: are holiday clubs serving the most deprived communities in England?

Emily Mann ^a, Michael A. Long^b, Paul B. Stretesky^c and Margaret Anne Defeyter^a

^aDepartment of Psychology, Northumbria University, Newcastle upon Tyne, UK; ^bDepartment of Sociology, Oklahoma State University, Stillwater, OK, USA; ^cSocial Sciences and Languages, Northumbria University, Newcastle upon Tyne, UK

ABSTRACT

In response to the problem of holiday hunger, hundreds of local “holiday clubs” have recently been established across the UK. This research examines the spatial relationship between income, childhood deprivation, ethnicity and holiday clubs across 32,844 Lower Super Output Areas (LSOAs) in England to determine if these clubs are currently operating in an inclusive fashion. Data on the location of holiday clubs comes from a national survey. Binary logistic regression results suggest that holiday clubs are likely to operate in economically disadvantaged areas. At the same time, clubs are not distributed equally by ethnicity. That is, holiday clubs operated by voluntary organisations are more likely to be situated in LSOAs that are disproportionately white and English/British and less likely to be situated in LSOAs that are disproportionately ethnic minority. This finding has important implications for the pursuit of holiday clubs as a policy mechanism for addressing access to food in light of the state’s failure to adequately feed all of the country’s children.

ARTICLE HISTORY

Received 27 June 2017

Accepted 15 August 2018


KEYWORDS

Holiday hunger; food insecurity; food justice; holiday clubs

Introduction

The UK government has implemented a Free School Meals (FSM) programme¹ that provides nutritious food to pupils from low-income families.² FSM provision acts as a safeguard against food insecurity, especially during the school term (de Sa and Lock 2008; Van Cauwenberghe et al. 2010). Recently, however, academics and policy-makers have become concerned about childhood food insecurity during school holidays, when children do not have access to FSM programmes (Machin 2016). The popular label used to describe this circumstance is “holiday hunger”. Holiday hunger is “a condition that occurs when a child’s household is, or will, become food insecure during the school holiday” (Graham et al. 2018). In response to the problem of holiday hunger, hundreds of local “holiday clubs”³ have recently been established across England. These programmes are unlike the FSM programme because they are typically unregistered and often operate outside of schools and local authorities.

Few studies examine if holiday clubs meet the needs of children residing in food insecure households (Forsey 2017; Long et al. 2018). Moreover, there are no existing studies that examine if clubs are located in areas where they are needed. Thus, the purpose of this research is to examine the geographic relationship between income, deprivation, ethnicity and holiday clubs across England’s Lower Super Output Areas (or LSOAs) to establish if the clubs are geographically distributed in an

CONTACT Emily Mann  emily.mann@northumbria.ac.uk  Department of Psychology, Northumbria University, Newcastle upon Tyne, NE1 8ST, UK

© 2018 Informa UK Limited, trading as Taylor & Francis Group

inclusive fashion. This attention to the geographic distribution of clubs is critical for public policy because a lack of access to holiday clubs could mean that populations living in socially and/or economically disadvantaged areas are left unaffected by the holiday club movement. Prior to presenting the methods and findings from our analysis of the spatial distribution of holiday clubs, we describe these clubs in greater depth and examine the concept of food justice and its implications for the spatial distribution of these holiday clubs.

Background and anatomy of holiday clubs

A number of UK policies exist to support the nutritional needs of children when they attend school. State funded schools must adhere to a set of school food standards to ensure all pupils are served with nutritious food (Dimbleby and Vincent 2013; Department for Education 2016a). The Department for Education also provides a universal benefit in the form of free school lunch to all 4 to 7 year olds attending state maintained schools. Moreover, low-income families, with net earnings of £7,400 or less and in receipt of welfare support, are eligible for FSM.

Families that rely on FSM provision during the school term face financial pressure during school holidays (Graham and Defeyter 2014; Kellogg's 2015). A recent study of English primary, secondary and special schools finds the mean price of a school lunch meal was £2.04 (Wollny et al. 2015). Thus, on average, parents who rely on FSM provision must find an additional £10.20 per child, per week to feed their child during the school holidays.⁴ In response, parents may skip meals and/or resort to buying unhealthy food to ensure their children are fed (Gill and Sharma 2004; Defeyter, Graham, and Prince 2015; Dowler and Lambie-Mumford 2015). This problem is extensive and Kellogg's (2015) reports that 39% ($N=458$) of teachers say they know pupils that do not get enough to eat during the school holidays.

In the absence of a national policy to address holiday hunger, local authorities, housing associations, schools and the voluntary sector have started operating holiday clubs for low income families. Examples of holiday clubs include TLG Make Lunch, Kitchen Social and Fit and Fed.⁵ Holiday clubs primarily focus on feeding children, but may also provide important opportunities for educational enrichment and/or physical activities during the school holidays (APPG on School Food 2015). These additional opportunities are important as low income families often lack the financial resources to access and participate in enrichment activities and therefore experience learning loss, social isolation and engage in fewer physical activities (Gill and Sharma 2004; Campbell, Watson, and Watters 2015; CPAG in Scotland 2015; Kellogg's 2015; Sustain 2015; NUT 2017).

In the UK, summer learning loss is particularly salient for low income children who experience significant decreases in spelling ability (Shinwell and Defeyter 2017). Moreover fitness levels of children can decline over the summer holidays, with the biggest increases in sedentary behaviour for those children from socially disadvantaged households (Brodersen et al. 2005; Domone et al. 2016).

Holiday clubs also serve an important supervision function because they provide low income parents with the time they need to maintain employment obligations and other family commitments. A recent survey carried out by Family Childcare Trust illustrates the lack of affordable holiday clubs and shortages in childcare services across some regions of the UK (Cameron et al. 2016). Thirty-nine percent of English teachers in primary and secondary schools in England also stated that they knew parents and carers that were unable to acquire holiday supervision for their children (Diss and Jarvie 2016). Consequently working parents resort to relying on friends or family for informal childcare and/or reduce their working hours when they are unable to find affordable holiday childcare (CPAG in Scotland 2015).

In recognition of the need for additional support for low income families during the school holidays, recent reports by the All-Party Parliamentary Group (APPG) on Hunger recommend that holiday clubs should be expanded across each region of the UK (Forsey and Mason 2015; Forsey 2017). The APPG on Hunger recommends that statutory and financial assistance will come from the central government and local authorities, however it is the task of local communities to address this need

and tackle school holiday hunger (Forsey 2017). While there are a number of reports by the third sector on the different holiday club models, there is little academic research on the geographic location of these clubs to determine if they are likely to be located in areas where they are most needed.

Food (in)security and holiday clubs

Food security is defined by The Food and Agriculture Organisation of the United Nations (FAO) as a condition that is achieved “when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life” (FAO 2015, 53). Food insecurity, or the lack of food security, is detrimental. In the case of children, food insecurity leads to adverse health outcomes (Alaimo et al. 2001), anxiety and stress (Weinreb et al. 2002) as well as poor educational attainment (Alaimo, Olson, and Frongillo 2001; Jyoti, Frongillo, and Jones 2005). Even in the most developed countries equal access to food is a major concern. This is also the case in England where food security is least likely to be realised by those who are the most disadvantaged (Nelson et al. 2007). Recent increases in food prices have intensified this problem. Between 2007 and 2016 food prices increased by 4.1% (Department for Environment, Food & Rural Affairs 2016). As a result, households spend a higher proportion of their income on food which impacts low income households the most (Department for Environment, Food & Rural Affairs 2016). Especially problematic is the increase in prices for healthy food. A study by Jones et al. (2014) discovered that healthy food items have risen in price faster than less healthy food items. The researchers conclude that as a result, low income households are more likely to purchase less healthy alternatives over time.

Against a backdrop of volatile food prices, a series of welfare reforms have been introduced across all regions of the UK since 2010. A study by Beatty and Fothergill (2014) illustrates that these reforms affect a wide range of low income and out of work households. In their paper, Beatty and Fothergill map three distinct areas where the welfare reforms have hit the hardest: older industrial areas of England, Scotland and Wales where industry has not been replaced; a number of seaside towns with high levels of worklessness; and a number of London boroughs where poorer residents are concentrated and rents are high. The more deprived local authorities have been hardest hit; the loss of income by residents in the area has a knock on effect by reducing spending in the local area and affecting local employment (Beatty and Fothergill 2014). In addition to welfare reforms, the Local Government Association (2014) argues that there has been a reduction in central government funding of 40% to local governments, over a five-year period from 2011. This reduction in their budgets affects the provision of local community services including youth services, leisure facilities and libraries (Local Government Association 2014). These economic impacts threaten to intensify food insecurity within certain neighbourhoods across the UK.

As noted, holiday clubs are designed to alleviate food insecurity as well as provide enrichment activities during school holidays. This is only possible if the clubs operate inclusively and in those areas where their services are needed. This issue is a matter of “food justice”, which we expand upon below.

Food (In)justice and holiday Clubs

Scholars have done an excellent job of highlighting the complex nature of feeding programmes, such as holiday clubs, during periods of welfare reforms and austerity (Poppendieck 1998; Riches 1999; Lambie-Mumford 2013). Riches (1999) suggests that widespread food insecurity in wealthy advanced countries stems partly from governments’ failure to take a human rights approach to food. From this perspective, the state should provide access to adequate amounts of nutritious food to all members of the country. When the states fails in its responsibility to feed its citizens, the possibilities for food injustices increase.

In places like the US and the UK, where substantial numbers of people are food insecure despite living in affluent countries, charitable and other types of third sector organisations step in to help feed hungry people when the government fails in this role (Poppendieck 1998; Lambie-Mumford and Jarvis 2012; Lambie-Mumford 2013). While many food insecure people are helped in the short-term by charitable feeding programmes, Poppendieck (1998, 6) notes, “it works ... by making it easier for government to shed its responsibility for the poor, reassuring policy makers and voters alike that no one will starve”. In other words, the increase in feeding programmes run by the charitable and third sector serves to relieve some of the responsibility of governments to provide all of its citizens access to adequate, nutritious food.

The majority of the research on charitable and third sector involvement in food insecurity in the UK focuses on the use of food banks. This is not surprising as food banks feed many hungry people in the UK. For example, the faith-based organisation, the Trussell Trust, provided 1,332,952 emergency food parcels to members of the public in a food crisis in the 2017–18 financial year (Trussell Trust 2018). Research has found that in the UK, the location of food banks and their use are positively associated with government welfare cuts, benefits sanctioning and unemployment (Loopstra and Tarasuk 2015). The present study examines whether similar relationships exist with the location of holiday clubs. Holiday clubs are similar to food banks in that they are both downstream responses to food insecurity run by charitable and third sector organisations. While the failure of governments to adequately feed their citizens is surely a food injustice, organisations such as food banks and holiday clubs attempt to return some food justice to food insecure households.

Gottlieb and Joshi (2010, 6) suggest that food justice is achieved when “the benefits and risks of where, what, and how food is grown and produced, transported and distributed, and accessed and eaten are shared fairly”. This concept of food justice includes the issues that impinge on the production, consumption and distribution of food. Importantly, the food justice movements include attempts to enhance food security for less powerful social groups. For instance, as Wekerle (2004) suggests, some strands of the food justice movement originated within the rather narrow focus on “emergency food services”, but now include a wider framing that calls for state policies and third sector work that emphasize the ideals of social justice. This new framing of food justice is especially relevant when it comes to food security (Sen 1981).

Holiday clubs are part of the larger food justice movement that aims to enhance access to nutritious food among children living in food insecure households. The distribution of these clubs, however, may mirror social inequalities through existing forms of institutional discrimination. In short, the same social forces that produce clusters of food insecurity may also shape the location of responses to the problem. Feagin (1977) describes this condition as indirect institutionalised discrimination. For instance, the lack of financial resources might force people to reside in areas where there are high levels of food insecurity. At the same time the lack of financial resources is one inhibiting factor for the establishment of holiday clubs that help to combat the problem. Thus, children from households that might otherwise benefit from holiday clubs are excluded from participating in them when they live in deprived areas. Feagin (1977) suggests the side effect of this discrimination is often the most harmful to socially disadvantaged groups because it is acceptable within government policy arenas. It is possible that in recent years as the third sector marketplace has transformed and taken over the government’s service sector role, the poorest areas might be left behind when it comes to holiday programmes. This is because the third sector is increasingly competitive and community organisations must use their resources to compete and bid against one another for government and foundation monies to provide outsourced social services (Taylor 2002; Milbourne 2009).

There are conflicting perspectives regarding ethnicity, health and poverty which may be relevant to the distribution of holiday clubs and charitable and third sector responses to food insecurity. For example, Pickett and Wilkinson (2008) review numerous studies that argue that in communities with a large proportion of ethnic groups, an ethnic “group density” effect on health exists - this refers to ethnic groups from more disadvantaged backgrounds benefiting from better health outcomes than other disadvantaged groups as a result of the support networks existing within their communities.

Therefore, it is possible that these support networks may attenuate the risk of food insecurity among certain ethnic groups.

However despite a possible “group density” effect, it is evident from the Joseph Rowntree Foundation’s analysis of poverty in the UK that Bangladeshi and Pakistani groups have higher rates of poverty and are more likely to experience persistent poverty and material deprivation compared to white ethnic groups in the UK (Baranard et al. 2017). So, whilst it is possible that support networks may exist to help with household food insecurity and other issues like childcare it does not appear that these support networks help to noticeably decrease poverty and deprivation. It is reasonable to question the ability of these networks to meaningfully reduce food insecurity on a regular basis. Although the evidence appears mixed in regards to whether larger amounts of ethnic minorities in helpful or hurtful for levels of food insecurity, the conflicting approaches suggest that level of ethnic minorities in a community may be an important variable in the analysis of the location of holiday clubs. Given the possibility of haphazard citing of third sector holiday clubs, it is possible that holiday clubs could serve different ethnic groups unequally. Research on the unequal distribution of food insecurity is pervasive. For instance, the accessibility and availability of local shops that sell a range of affordable and healthy food are more limited within disadvantaged than affluent communities. In 1995 the Low Income Project Team of the Nutrition Task Force introduced the term “food deserts” to describe areas where people are unable to access healthy and affordable food as a result of physical or economic barriers (Wrigley 2002). Lang and Caraher (1998) undertook a study on food purchasing behaviour using data from the Health and Lifestyles Survey. The authors illustrate the complexity of food purchases and suggest that access to food is affected by class, income and gender that often vary by neighbourhood (Lang and Caraher 1998). In the case of voluntary sector food organisations this may also be an issue. A study carried out by Clifford (2012) using data from the National Survey of Third Sector Organizations in England investigated the locations of voluntary sector organisations operating at the neighbourhood level in 2008. Clifford identified a greater prevalence of formal voluntary organisations in less deprived areas than more deprived areas. Despite these general alarming results, the findings from Clifford’s study are, nevertheless, complex and illustrate a curved relationship with the most deprived communities of all having a slightly *higher* prevalence of voluntary organisations than those slightly less deprived areas (Clifford 2012). Salamon (1987) and Salamon and Toepler (2015) address this uneven nature of third sector services, suggesting that there are limitations, especially when considering excluded and disadvantaged populations. That is, voluntary organisations rely on local philanthropy and resources which tend to be available in areas of least need; donors focus on specific groups or geographical areas at the expense of others; lack of professionalism within voluntary organisations are unable to address the complex needs and issues (Salamon 1987; Salamon and Toepler 2015). More recently, scholars like Chaney (2002) have warned that the third sector service model in the UK can disadvantage smaller organisations with fewer social and financial resources as they are in danger of being undermined in the competitive third sector market. Kneafsey et al. (2017) argue that as a result of restricted financial resources and funding there exists a piecemeal offering of charity-led food initiatives, leading to the most marginalised communities being excluded from this provision. Teasdale (2010) adds that smaller organisations may be suffering from a “skills deficit” that harms low income and ethnic communities and the issues they are concerned about the most (see also Chaney and Fevre 2001). Thus, most scholars still agree that participation of the marginalised in the third sector is far from assured (Chaney 2002). These general observations about potential problems associated with the third sector organisations that run holiday clubs lead us to empirically examine whether holiday clubs are located in the most deprived areas of England or rather support the food injustice argument.

Data and methods

The purpose of this research is to examine whether holiday clubs are distributed in those English neighbourhoods where they are the most needed. To approximate neighbourhoods we use the

Office of National Statistics (ONS) Lower Layer Super Output Areas (or LSOAs) for England. Each LSOA averages approximately 1500 residents and 650 households. LSOAs were created with social homogeneity in mind and can be used to approximate neighbourhoods within the UK. There are 32,844 LSOAs within England. Data on holiday clubs come from a self-completing questionnaire that was administered by Qualtrics.⁶

The study adopted a non-probability purposive sampling strategy. This type of sampling strategy was adopted as this was the first research study to undertake a quantitative survey to establish the types of organisations delivering holiday provision and the location of these holiday clubs. The survey was hosted by Qualtrics and distributed online through the membership base of the All-Party Parliamentary Group (APPG) on School Food and the Association of Public Service Excellence (APSE). The APPG on School Food is comprised of members concerned with matters relating to school food, child hunger and food education and APSE is a network of local government managers and officers from local authorities across the UK. Organisations opt in to these membership bases. An online survey invitation and link was emailed to the members of these organisations. The survey was further distributed within these organisations and their partner agencies. The purpose of using the membership bases of these organisations was to reach the diversity of organisations delivering holiday provision including local authorities, schools, public health, faith groups and third sector organisations. Nevertheless there are disadvantages to using this sampling frame and this method of data collection and some of these difficulties were addressed before the online survey was distributed. First, as the membership base and distribution lists are managed by APSE and APPG on School Food, little was known of whether all these organisations deliver any form of holiday provision. To ensure the correct organisations were targeted one of the initial questions asked on the online survey was *“does your organisation operate a holiday scheme or holiday schemes for school aged children? By holiday scheme, we mean clubs and activities operating during the school holidays”* and if the respondent answered no, they were then taken to the end of the survey. Second, there exists a risk of multiple responses from participants. However to prevent this risk, Qualtrics remembers the participants' internet address (IP) and prevents a duplicate response from the IP address to complete the survey within a 24 h period. Third, there is a risk of a lower response rate with online surveys compared to paper surveys (Nulty 2008) however in order to improve the response rate, reminder emails were sent via the organisations' membership base and their Twitter feed. The online survey was active for three weeks from 29 April to 21 May 2016.

The survey achieved a total of 428 responses from across the UK. The total number of responses for England was 346. After removing organisations that (1) did not provide or plan to provide holiday provisions, (2) charged for their holiday provisions, (3) did not provide a postcode for mapping we were left with a total of 100 holiday clubs. Our strategy for locating these types of holiday clubs was necessary, because, to our knowledge, this is the first attempt at creating a census of holiday provision and no sampling frame exists. While we believe that our census is relatively comprehensive, it is possible that charitable and faith based groups delivering holiday provision may have been missed.

The location of these holiday clubs is represented in Figure 1 where they are mapped by local authorities according to the 2015 Income Deprivation Affecting Children Index (IDACI), one subset of the English Indices of Deprivation 2015 and measures the proportion of all children under the age of 16 living in income deprived families (Department for Communities and Local Government 2015).⁷

Figure 1 suggests that clubs across England appear to be situated in those local authorities where there are the highest levels of childhood deprivation. It appears that areas in major cities such as London, Birmingham, Liverpool and Newcastle upon Tyne have access to several holiday clubs. There are also a few areas where deprivation is high, but there are no clubs. For instance, there are few clubs in coastal communities and land-locked industrial areas that have been hard hit in an era of deindustrialisation within England.

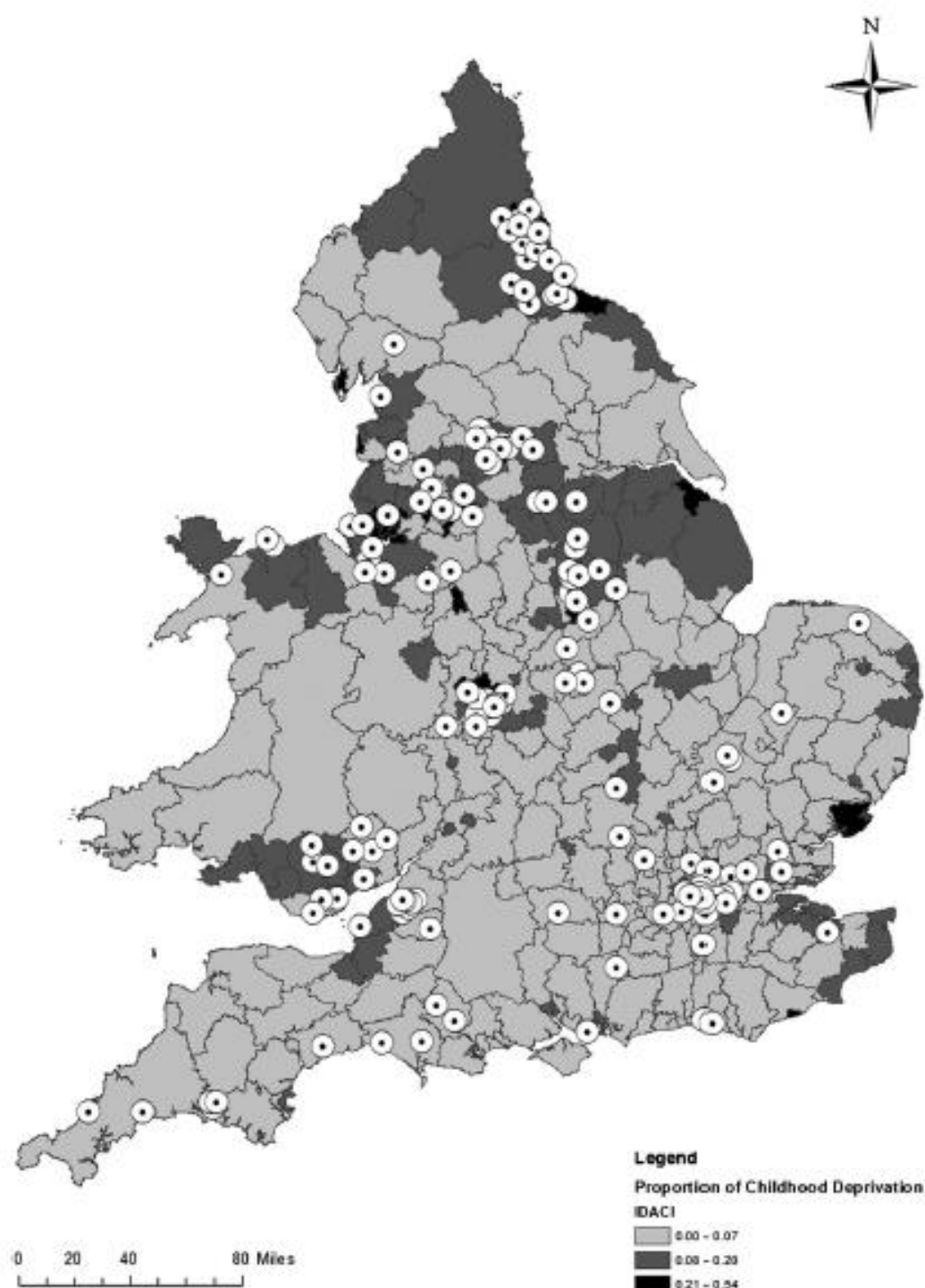


Figure 1. Distribution of holiday hunger clubs by childhood deprivation in England and Wales 2016.

While Figure 1 appears to suggest that holiday clubs are in areas where there are high levels of childhood deprivation, more analysis is needed at the community level of analysis since there is considerable demographic variation within local authorities. To undertake such an analysis, we use a series of binary logistic regression equations to estimate the presence or absence of a club within England LSOAs.⁸ All analyses are carried out in Stata (ver. 13).

Dependent variable

The dependent variable was created by mapping holiday clubs across England's LSOAs using ArcGIS (ver. 1.4). Areas where clubs operate are coded "1", while areas where clubs do not operate are coded "0".

Independent variables

The independent variables in this analysis were also collected for LSOAs as described below. To estimate economic disadvantage, we used three variables at the LSOA level. First, we use household income data as a measure of economic disadvantage. Lower average incomes within LSOAs should reflect more disadvantage. Thus, as average incomes decrease, the odds of a holiday club in a LSOAs should increase if these clubs are in areas of deprivation. Average income was obtained from UK Data Service's Experian Demographic Dataset (Experian Limited 2007). This dataset was created using 2011 Census data and household income represents the average household income (*Average Income*) within LSOAs as estimated by Experian. Average income ranges from £9,168 in the poorest areas to £128,508 in the most affluent areas. The average income across all LSOAs in 2011 was £34,264 ($s = £12,129$). Second, we capture economic disadvantage using the percentage of households within LSOAs with dependent children and an unemployed single parent (% of *Single Parent Unemployed Households*). This variable was collected in the 2011 census and can be obtained from the Office of National Statistics NOMIS database (<https://www.nomisweb.co.uk>). The percentage of these disadvantaged households ranged from 0% to 26% across LSOAs ($\bar{x} = 3.04\%$, $s = 2.07$). This variable should be positively related to holiday clubs if the clubs are located in areas of greatest need. That is, as disadvantage increases, the odds of a holiday club should increase. Third, we measure economic disadvantage impacting children using the 2015 The Income Deprivation Affecting Children Index ([IDAC] *Deprivation Affecting Children*). This index is compiled by the Department for Communities and Local Government (2015) and measures the proportion of children in 2015 who are aged 0 to 15 and living in income deprived families. The index ranges from 0 to 0.92 across England LSOAs ($\bar{x} = 0.18$, $s = 0.13$). As the proportion of children in deprivation increases, the odds of a holiday club operating in that LSOA should increase if clubs are more likely to be located in areas of need.

To measure the ethnic inclusiveness of holiday clubs we create a variable measuring the percentage of the minority ethnic population within England's LSOAs (% *Minority Ethnic Population*). This variable was collected in the 2011 census and can be obtained from the Office of National Statistics NOMIS database (<https://www.nomisweb.co.uk>). The 2011 census classifies people according to their own perceived ethnic group and cultural background (Question 16, "What is your ethnic group") and includes the category "White English/Welsh/Scottish/Northern Irish/British". We therefore measure the minority ethnic population as those residents who do not self-report as "White English/Welsh/Scottish/Northern Irish/British". The mean percentage of this population is 13.8 ($s = 18.7$). If holiday clubs are located in areas of greatest need, we expect that an increase in the percentage of minority ethnic residents in an LSOA would correspond to an increase the odds of a holiday club operating in that LSOA (Szczepura 2005).

Control variables

We control for four variables that might also predict the presence or absence of holiday clubs. First, we control for *population* that simply measures the number of people in an LSOA in 2015 ($\bar{x} = 1,627$; $s = 3,152$). Second, we control for *population density* which measures the number of people per square kilometre in 2015 ($\bar{x} = 42.6$; $s = 42.3$). Third, we control for the number of civil society organisations within each LSOAs in 2015 (*Civil Society Organizations*; $\bar{x} = 2,459$; $s = 1,671$). This variable was obtained from UK Data Service as compiled by the Third Sector Research Centre research data

collection (Alcock and Mohan 2013). Finally, we control for the annual per capita amount of income, employment and disabled related benefits per capita paid out by the LSOA's local authority in FY2014–2015 (*Per capita benefit expenditures*; \bar{x} = £2,378; s = £334). These data were obtained from the UK's Department for Work and Pensions (2017).

Analysis

We begin our analysis by examining LSOAs with and without a holiday club. Table 1 presents t-tests for the difference in means for the variables % *Minority Ethnic Population*, *Average Income*, *Deprivation Affecting Children* and % of *Single Parent Unemployed Households*. These comparisons are broken down by the type of club operating so that clubs operated by the schools and local authority can be compared to clubs operated by the third sector such as churches and community groups. Of the holiday clubs in our data, 60% were operated by third sector organisations, 32% were operated by local authorities, and the remaining 8% were operated by other means.

As Table 1 suggests, holiday clubs are most likely to be located in deprived LSOAs. For instance, holiday clubs appear to be located in LSOAs where there are a high percentage of minority ethnic residents (e.g. 24.99% vs. 13.78%, $p < 0.01$), lower average income (£25,603 vs. £34,289, $p < 0.01$), higher than average childhood income deprivation (0.327 vs. 0.185, $p < 0.001$) and single parent households that are unemployed (6.08 vs. 3.04, $p < 0.010$). Together these data suggest that clubs are situated in LSOAs where they are most economically needed. We find similar evidence for clubs that are run by schools and local authorities (Table 1). That is, local authority and school run holiday clubs are more likely to be in poor and minority ethnic neighbourhoods. Finally, we also discover that third sector clubs are also situated in neighbourhoods that tend to have lower average income, higher childhood deprivation and higher percentages of single parent households. Results in Table 1 do not suggest that clubs run by third sector organisations are any more or less likely to be located in ethnic minority LSOAs (12.98% vs. 13.78%; n.s.). Overall, then, the results in Table 1 are mostly encouraging as they appear to promote the ideals of food justice when it comes to the distribution of holiday clubs across LSOAs.

Table 1. 2015 Neighbourhood comparison of holiday hunger club and non-holiday hunger club operations in England using difference of means tests.

Variable	Holiday hunger club	Non-Holiday hunger club	Difference	SE of difference (t-score)
LSOAs containing one or more holiday hunger club versus all other LSOAs				
% Ethnic population	24.99%	13.78%	11.25	1.89 (5.95)***
Average income	£25,603	£34,289	-8,685	1,350 (-6.43)***
Deprivation affecting children	0.327	0.185	0.144	0.014 (10.61)***
% of Single parent unemployed households	6.08%	3.04%	3.04	0.289 (10.54)***
<i>n</i>	98	31,580		
LSOAs containing one or more local authority/school club versus all other LSOAs				
% Ethnic population	45.68%	13.74%	31.93	3.35 (9.51)***
Average income	£22,815	£34,275	-11,458	2,244 (4.68)***
Deprivation affecting children	0.368	0.185	0.183	0.024 (7.57)***
% of single parent unemployed households	7.03%	3.04%	3.99	0.52 (7.59)***
<i>n</i>	28	31,644		
LSOAs containing one or more church/community club versus all other LSOAs				
% Ethnic population	12.98%	13.78%	0.79	2.43 (0.33)
Average income	£26,962	£34,277	-7,315	1,716 (-4.26)***
Deprivation affecting children	0.309	0.185	0.125	0.018 (7.12)***
% of single parent unemployed households	5.61%	3.03%	2.58	0.37 (6.98)***
<i>n</i>	57	31,615		

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

The results in Table 1 are interesting, but provide a limited picture of holiday clubs in England. They leave open the potential for changing relationships inherent in multivariate analysis. To examine whether holiday clubs are located in areas of need in more detail we simultaneously examine the relationship between measures of deprivation⁹, inclusiveness and controls in Table 2.

Table 2 indicates that neither average income nor single parent unemployed households with dependent children have statistically significant relationships with any of the holiday club dependent variables. However, the IDAC Index, arguably the most valid indicator of childhood deprivation in the models, is related to the location of holiday clubs within neighbourhoods and each increase in the index (e.g. moving from 0 to 1.00) increases the odds of a holiday club in a neighbourhood by a factor of 69.61 ($p \leq 0.001$) for all clubs, a factor of 770.4 ($p \leq 0.01$) for clubs run by local authorities or schools, and a factor of 64.31 ($p \leq 0.05$) for clubs run by community and church groups. Taken together these findings suggest that, in general, clubs are in those areas of greatest need and promote, rather than inhibit, social justice.

One of the more interesting findings in Table 2 surrounds the relationship between ethnicity and holiday clubs. Specifically, for the clubs in our analysis we find that these clubs tend to be more inclusive of ethnic minority residents in the case of schools and local authorities. For instance, moving from a neighbourhood where all residents are members of the ethnic majority to a neighbourhood where all residents are members of an ethnic minority increases the odds that a local authority or a school will run a club in that neighbourhood by a factor of 162.5 ($p \leq 0.001$). However, the opposite is true for community groups and churches. In this case, moving from a neighbourhood where all residents are members of the ethnic majority to a neighbourhood where all residents are members of an ethnic minority decreases the odds that a third sector organisation will run a club in that neighbourhood by a factor of 0.0712 ($p \leq 0.05$). This relationship between neighbourhood ethnicity and holiday clubs run by the third sector stand in stark contrast to the idea of food justice. That is, while governments and schools appear to be inclusive by focusing their efforts on minority ethnic neighbourhoods, third sector organisations run by churches and community groups may be less inclusive and focus their efforts on neighbourhoods where residents define themselves as "white" and "English, Welsh, Scottish, Northern Irish and British". This situation will need to be closely monitored in the future if the strategy for attenuating holiday hunger in England will rely significantly on a third sector solution.

Table 2. Binary logistic regression predicting the presence of holiday hunger clubs within England neighbourhoods in 2016.

	All clubs Odds ratio (t-score)	Local authority/School clubs Odds ratio (t-score)	Church/Community clubs Odds ratio (t-score)
Proportion ethnic population	5.006** (2.85)	162.5*** (6.41)	0.0712* (-2.18)
Average income (tens of thousands of £)	0.847 (-1.04)	0.753 (-0.87)	1.011 (0.06)
Deprivation affecting children	69.61*** (3.30)	770.4** (3.03)	64.31* (2.46)
% of single parent unemployed households	1.064 (1.34)	1.003 (0.04)	1.103 (1.56)
Civil society organisations (thousands of orgs)	0.918 (-1.00)	1.209 (1.25)	0.814 (-1.88)
Per capita benefit expenditures (thousands of £)	1.261 (0.63)	2.543 (1.36)	0.600 (-1.07)
Population (thousands of people)	1.964* (2.42)	2.299 (1.94)	1.748 (1.32)
Population density (thousands)	0.0000989** (-3.14)	0.0000986* (-2.45)	0.00994 (-1.32)
Neighbourhoods (LSOAs)	30747	30747	30747
Log likelihood	-544.087	-172.283	-364.134
Pseudo R-squared	0.089	0.206	0.067

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

Discussion and conclusion

In this study, we draw upon a census of holiday clubs and LSOA data to determine whether holiday clubs in England operate inclusively. Results suggest that the IDAC Index was positively related to the presence of all types of holiday clubs, suggesting these clubs are located in areas of greatest economic need for children. This finding is encouraging as it suggests that holiday clubs are a resource for some low-income children during the holidays when FSM are not available. Results for ethnicity, however, are mixed. As the percentage of ethnic minority residents in a LSOA increased, so too did the presence of local authority/school holiday clubs as might be expected. However, as the percentage of ethnic minority LSOA residents increased, the presence of a church/community holiday club significantly decreased. This finding suggests that food injustice may be an issue for third sector organisations because they are less inclusive when it comes to providing provision in ethnic minority neighbourhoods. This result is not entirely inconsistent with previous research that has found that there is little use and/or provision of food aid in some minority communities (Power et al. 2017), however we should be cautious about drawing any conclusions from the results of case studies. The level of poverty is higher in minority ethnic communities, compared with other non-minority communities (Baranard et al. 2017) indicating a need for holiday clubs in minority ethnic communities. It is possible, however, that more informal types of food aid are occurring in minority ethnic communities, locations where third sector organisations do not have enough resources to assist. Higher levels of informal food aid in minority ethnic communities would be consistent with an ethnicity group-density effect (Pickett and Wilkinson 2008).

There are three important caveats to this study. First, the sample of holiday clubs was non-probability-based. This approach was unavoidable as there is currently no known sampling frame of holiday clubs in England and the UK. Holiday clubs are a relatively new and rapidly growing phenomenon and accurate data on the number and types of these organisations does not yet exist. To our knowledge, ours is the first study that has attempted a census of holiday clubs throughout England. However, despite our best attempts, we have inevitably missed some holiday clubs in our census. This may impact our results. For instance, we may have disproportionately excluded informal church/community holiday clubs in neighbourhoods with higher proportions of ethnic minority residents. These are clubs that are the most likely to be unknown to the government and therefore would not have shown up in our sample. We therefore emphasise that future research needs to be consider how to measure informal food aid and holiday provision that is available through church and community groups.

Second, it is important to note that in the absence of a national measure of food insecurity in the UK it is not possible to ascertain trends of seasonal food insecurity, such as an increase in food insecurity in neighbourhoods where holiday clubs do not exist or if foodbanks fill this gap. Future research could focus on constructing and examining such measures while looking at the role of food banks in attenuating holiday hunger.

Third, simply mapping out holiday provision misses important social processes that may allow food injustice to remain invisible, even when the distribution of clubs looks equitable. For instance, Agyeman and Mcentee (2014, 215) suggest that focusing on local level solutions may result in a situation where “the state now defines what is or is not an area of inadequate food access”. Thus, we caution readers that the spatial analysis we use can only provide part of the story of food injustice because significant amounts of holiday hunger can remain “hidden” when the problem is reduced only to comparisons across LSOAs. More specifically, conditions that cause these injustices may still exist and it is certainly possible that even while holiday clubs are distributed in a “socially just” fashion, the overall level of holiday hunger is intensifying for all children in England. Therefore, we caution that policies that simply seek equity in distribution and ignore other issues of access are misguided.

The research represents the first attempt at understanding the geographic distribution of holiday clubs in England. These findings extend concerns about the rise in foodbanks as a downstream

response to addressing hunger in the community (Riches 2002; Lambie-Mumford 2013) and again highlight the debate around the role of the charitable and third sector supporting the most vulnerable in society in place of the state (see Poppendieck 1998; Lambie-Mumford and Jarvis 2012; Lambie-Mumford and Dowler 2015). Thus, as holiday clubs continue to become more prevalent as food insecurity increases, future research will need to unpack how communities are addressing holiday hunger and providing food justice to all residents of England.

Notes

1. The UK government is currently proposing measures that would reduce access to Free School Meals or many low-income households (see Royston 2018).
2. In England in 2016 a total of 1.1 million children were eligible for and claimed free school meals (Department for Education 2016b).
3. The term "holiday club" can mean numerous things. It generally refers to some type of holiday provision for children, which can be paid or free. The clubs often offer one or a combination of the following: breakfast, lunch, physical activity, and childcare, among others. In the case of the present study, we are focusing on clubs that are offered in the summer months, which are free to attend and provide a free meal. We discuss this in more detail in the Data & methods section.
4. UK pupils are on holiday for approximately 14 weeks annually. Therefore household budgets for children receiving FSM need an average of £142.80 per child to maintain the same level of food provision as when attending school.
5. Further details of these holiday clubs can be found at <https://www.tlg.org.uk/your-church/run-a-programme/make-lunch/>; <http://www.mayorsfundforlondon.org.uk/programme/kitchen-social/>; <http://www.streetgames.org/fandf/fit-and-fed/>.
6. University of Northumbria's Faculty of Health and Life Sciences Ethics Board approved this research.
7. This is from the IDAC Index. This includes people out of work and in receipt of benefits, those that are in work but who have low earnings, and are in receipt of Child Tax Credit. In the ten most deprived local authorities around a third or more of all children lived in income deprived families (Department for Communities and Local Government 2015).
8. We also estimated the models using rare events logistic regression as there are nearly thirty-one thousand neighbourhoods without a club and only 98 neighbourhoods with one or more clubs (King and Zeng 2001). Both the traditional binary logistic and rare events logistic regression models produced very similar results, so we report the traditional results for ease of interpretation.
9. In models not reported here, we estimated equations for each dependent variable where we included only one of the three deprivation variables (i.e. income, % of Single Parent Unemployed Households, and IDACI) at a time to see if they produced any meaningfully different results than the full models reported in Table 2. It is possible, since these three variables measure similar concepts then multicollinearity could affect the estimates. The main findings in the models regarding child deprivation and ethnicity are the same in all of the models. The main differences are that median income and % of Single Parent Unemployed Households significantly predict holiday clubs when they are in the model separately, however they lose significance in the full models.

REFERENCES

- Aceves-Martins, M., Cruickshank, M., Fraser, C., & Brazzelli, M. (2018). Child food insecurity in the UK: a rapid review. *Public Health Research*, 6(13), 1–162.
<http://doi.org/10.3310/phr06130>
- Alaimo, K., Olson, C. M., & Frongillo, E. A. (2001). Food Insufficiency and American School Aged Children Cognitive Academic and Psychosocial Development. *Pediatrics*, 108(1), 44–53.
- Alaimo, K., Olson, C. M., Frongillo, E. a, & Briefel, R. R. (2001). Food insufficiency, family income, and health in US pre-school and school-aged children. *American Journal of Public Health*, 91(5), 781–6. <http://doi.org/10.2105/AJPH.91.5.781>
- Alcock, P., & Mohan, J. (2013). Third Sector Research Centre research data collection. UK Data Service. SN: 850933. <http://doi.org/http://doi.org/10.5255/UKDA-SN-850933>
- Alexander, K. L., Entwisle, D. R., Olson, L. S., & Alexander, K. (2007). Lasting Consequences of the Summer Learning Gap. *American Sociological Review*, 72(2), 167–180.
<http://doi.org/10.1177/000312240707200202>
- Ali, S., & Kelly, M. (2018). Ethics and Social Research. In C. Seale (Ed.), *Researching Society and Culture* (4th ed.). London: SAGE Publications Ltd.
- Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., ... Nowak, R. (2010). Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students. *Reading Psychology*, 31(November), 411–427.
<http://doi.org/10.1080/02702711.2010.505165>
- Altman, D. G. (1991). *Practical Statistics for Medical Research* (1st ed.). London: Chapman and Hall.
- Anderson, S. A. (1990). Core indicators of nutritional state for difficult-to-sample populations. *The Journal of Nutrition*, 120(11), 1555–1600.
- APPG on School Food. (2015). *Filling The Holiday Gap: Update Report 2015*.
- Armitage, A. (2007). Mutual Research Designs: Redefining Mixed Methods Research Design. In *British Educational Research Association Annual Conference, Institute of Education, University of London*. London.
- Armstrong, D., Gosling, A., Weinman, J., & Marteau, T. (1997). Armstrong et al 1997 The place of inter-rater reliability in qualitative research.pdf. *Sociology*, 31(3), 597–606.
- Attree, P., French, B., Milton, B., Povall, S., Ffph, M. W., Popay, J., & Hons, B. A. (2011). The experience of community engagement for individuals : a rapid review of evidence. *Health and Social Care in the Community*, 19(3), 250–260. <http://doi.org/10.1111/j.1365-2524.2010.00976.x>
- Axinn, W. G., & Pearce, L. D. (2006). *Mixed Method Data Collection Strategies*. Cambridge: Cambridge University Press.
- Bailey, R. (2015). *Holiday Hunger*.

- Baranard, H., Kumar, A., Wenham, A., Smith, E., Drake, B., Collingwood, A., & Leese, D. (2017). *UK Poverty 2017: A comprehensive analysis of poverty trends and figures*. York.
- Bates, B., Lennox, A., Prentice, A., Bates, C., Page, P., Nicholson, S., & Swan, G. (2014). *National Diet and Nutrition Survey: Results from Years 1, 2, 3 and 4 (combined) of the Rolling Programme* (Vol. 4). Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/594361/NDNS_Y1_to_4_UK_report_full_text_revised_February_2017.pdf0Awww.gov.uk/phe0Awww.gov.uk/phe
- Bates, B., Roberts, C., Lepps, H., & Porter, L. (2017). *The Food & You Survey: Wave 4*. London.
- Batty, E., Cole, I., & Green, S. (2011). *Low-income neighbourhoods The gap between policy ideas and*. York. Retrieved from www.jrf.org.uk
- BBC. (2018). Donated food to feed hungry Plymouth school children. Retrieved November 21, 2018, from <https://www.bbc.co.uk/news/uk-england-devon-45009057>
- Beatty, C., & Fothergill, S. (2014). The local and regional impact of the UK's welfare reforms. *Cambridge Journal of Regions, Economy and Society*, 7(1), 63–79. <http://doi.org/10.1093/cjres/rst035>
- Beatty, C., & Fothergill, S. (2016). *The Uneven Impact of Welfare Reform: The financial losses to places and people*. Sheffield. Retrieved from [file:///C:/Users/Emily/Documents/Northumbria/Literature & Resources/Policy/Beatty and Fothergill 2016 The uneven impact of welfare reform.pdf](file:///C:/Users/Emily/Documents/Northumbria/Literature%20and%20Resources/Policy/Beatty%20and%20Fothergill%202016%20The%20uneven%20impact%20of%20welfare%20reform.pdf)
- Beaulac, J., Kristjansson, E., & Cummins, S. (2009). A systematic review of food deserts, 1966-2007. *Preventing Chronic Disease*, 6(3), 1–10. <http://doi.org/A105> [pii]
- Belderson, P., Harvey, I., Kimbell, R., O'Neill, J., Russell, J., & Barker, M. E. (2003). Does breakfast-club attendance affect schoolchildren's nutrient intake? A study of dietary intake at three schools. *British Journal of Nutrition*, 90, 1003–1006. <http://doi.org/10.1079/BJN20031011>
- Benjamin Neelon, S. E., Burgoine, T., Gallis, J. A., & Monsivais, P. (2017). Spatial analysis of food insecurity and obesity by area-level deprivation in children in early years settings in England. *Spatial and Spatio-Temporal Epidemiology*, 23, 1–9. <http://doi.org/10.1016/j.sste.2017.07.001>
- Biró, G., Hulshof, K. F. A. M., Ovesen, L., & Amorim Cruz, J. A. (2002). Selection of methodology to assess food intake. *European Journal of Clinical Nutrition*, 56(2), 25–32. <http://doi.org/10.1038/sj/ejcn/1601426>
- Bonell, C. P., Hargreaves, J., Cousens, S., Ross, D., Hayes, R., Petticrew, M., & Kirkwood, B. R. (2011). Alternatives to randomisation in the evaluation of public health interventions: design challenges and solutions. *Journal of Epidemiology and Community Health* (1979-), 65(7), 582–587. <http://doi.org/10.1136/jech.2008.082602>
- Bowyer, S., Caraher, M., Eilbert, K., & Carr-Hill, R. (2009). Shopping for food: lessons from a

- London borough. *British Food Journal*, 111(5), 452–474.
<http://doi.org/10.1108/00070700910957294>
- Bradby, H., Varyani, M., Oglethorpe, R., Raine, W., White, I., & Helen, M. (2007). British Asian families and the use of child and adolescent mental health services: A qualitative study of a hard to reach group. *Social Science and Medicine*, 65(12), 2413–2424.
<http://doi.org/10.1016/j.socscimed.2007.07.025>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: SAGE Publications Ltd.
- Bryman, A. (2012). *Social Research Methods* (4th Editio). Oxford: Oxford University Press.
- Burrows, T. L., Martin, R. J., & Collins, C. E. (2010). A Systematic Review of the Validity of Dietary Assessment Methods in Children when Compared with the Method of Doubly Labeled Water. *Journal of the American Dietetic Association*, 110(10), 1501–1510.
<http://doi.org/10.1016/j.jada.2010.07.008>
- Butcher, D. (2015). *The Cost of the School Holidays*. Glasgow.
- Byrne, B. (2004). Qualitative Interviewing. In C. Seale (Ed.), *Researching Society and Culture* (2nd ed., pp. 179–192). London: SAGE Publications Ltd.
- Cameron, G., Jarvie, M., West, N., & West, S. (2016). *Holiday Childcare Survey 2016 Key findings and areas for action*. London.
- Caplan, P. (2015). Big society or broken society? Foodbanks in the UK. *Anthropology Today*, 38(1), 5–9.
- Casey, P. H., Szeto, K., Lensing, S., Bogle, M., & Weber, J. (2001). Children in Food-Insufficient, Low-Income Families. *Arch Pediatr Adolesc Med*, 155, 508–514.
- Chanfreau, B. J., Tanner, E., Laing, K., & Skipp, A. (2016). *Out of school activities during primary school and KS2 attainment*.
- Chapman, T., & Hunter, J. (2017). *Third Sector Trends in the north of England: A summary of key findings*. Manchester. Retrieved from <http://www.ippr.org/publications/third-sector-trends-in-the-north-of-england-a-summary-of-key-finding>
- Charmaz, K. (2000). Grounded Theory: Objectivist and Constructivist Methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (Second). Thousand Oaks: SAGE Publications Ltd.
- Charmaz, K. (2011). A Constructivist Grounded Theory Analysis of Losing and Regaining a Valued Self. In F. J. Wertz, K. Charmaz, L. M. McMullen, R. Josselson, & E. McSpadden (Eds.), *Five Ways of Doing Qualitative Analysis2* (pp. 165–204). New York: Guilford Publications.
- Chaudry, A., & Wimer, C. (2016). Poverty is Not Just an Indicator : The Relationship Between Income , Poverty , and Child Well-Being. *Academic Pediatrics*, 16(3), S23–S29.
<http://doi.org/10.1016/j.acap.2015.12.010>
- Child Poverty Alliance. (2014). *Beneath the Surface: Child Poverty in Northern Ireland*. Belfast.

- Clarke, G., Eyre, H., & Guy, C. (2002). Deriving indicators of access to food retail provision in British cities: Studies of Cardiff, Leeds and Bradford. *Urban Studies*, 39(11), 2041–2060. <http://doi.org/10.1080/0042098022000011353>
- Cleland, C. L., Tully, M. A., Kee, F., & Cupples, M. E. (2012). The effectiveness of physical activity interventions in socio-economically disadvantaged communities: A systematic review. *Preventive Medicine*, 54(6), 371–380. <http://doi.org/10.1016/j.ypmed.2012.04.004>
- Clifford, D. (2012). Voluntary sector organisations working at the neighbourhood level in England : patterns by local area deprivation. *Environment and Planning A*, 44, 1148–1164. <http://doi.org/10.1068/a44446>
- Cooke, L. J., & Wardle, J. (2005). Age and gender differences in children’s food preferences. *British Journal of Nutrition*, 93(05), 741. <http://doi.org/10.1079/BJN20051389>
- Cooper, K., & Stewart, K. (2017). *Does Money Affect Children’s Outcomes? An update*. London. Retrieved from http://sticerd.lse.ac.uk/case/_new/research/money_matters/report.asp
- Corfe, S. (2018). *What are the barriers to eating healthily in the UK?* London. Retrieved from <http://www.smf.co.uk/wp-content/uploads/2018/10/What-are-the-barriers-to-eating-healthily-in-the-UK.pdf>
- Cottell, J., & Fiaferana, K. (2018). *Holiday Childcare Survey 2018*. London. Retrieved from <https://www.familyandchildcaretrust.org/childcare-survey-2018>
- Covay, E., & Carbonaro, W. (2010). After the bell: Participation in extracurricular activities, classroom behavior, and academic achievement. *Sociology of Education*, 83(1), 20–45. <http://doi.org/10.1177/0038040709356565>
- Crerar, P. (2017, January 17). Hot meals to stop children going hungry in the school holidays. *Evening Standard*. Retrieved from <https://www.standard.co.uk/news/london/hot-meals-to-stop-children-going-hungry-in-the-school-holidays-a3442786.html>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. London: SAGE Publications Ltd.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and Conducting Mixed Methods Research*. Thousand Oaks: SAGE Publications Ltd.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research* (Second). London: SAGE Publications Ltd.
- Cribb, J., Hood, A., Joyce, R., & Norris Keiller, A. (2017). *Living standards, poverty and inequality in the UK: 2017*. London. Retrieved from <https://www.ifs.org.uk/uploads/publications/comms/R129 - HBAI report 2017.pdf>
- Crisp, R., McCarthy, L., Parr, S., & Pearson, S. (2016). *Community-led approaches to reducing poverty in neighbourhoods: A review of evidence and practice*. Sheffield.
- Crisp, R., & Robinson, D. (2010). *Family, Friends and Neighbours: Social Relations and Support in Six Low Income Neighbourhoods* (No. 9). *Living Through Change in Challenging Neighbourhoods*.

- Crossley, S. (2017). *In Their Place: The Imagined Geographies of Poverty - Radical Geography*. London: Pluto Press.
- Cummins, S., & Macintyre, S. (2002). A Systematic Study of an Urban Foodscape: The Price and Availability of Food in Greater Glasgow. *Urban Stu*, 39(11), 2115–2130.
<http://doi.org/10.1080/004209802200001139>
- Darmon, N., & Drewnowski, A. (2008). Does social class predict diet quality? *The American Journal of Clinical Nutrition*, 87(5), 1107–17. <http://doi.org/87/5/1107> [pii]
- Defeyter, M. A., Graham, P. L., & Prince, K. (2015). A Qualitative Evaluation of Holiday Breakfast Clubs in the UK: Views of Adult Attendees, Children, and Staff. *Frontiers in Public Health*, 3(199). <http://doi.org/10.3389/fpubh.2015.00199>
- Defeyter, M. A., Graham, P. L., Walton, J., & Apicella, T. (2010). Breakfast clubs: Availability for British schoolchildren and the nutritional, social and academic benefits. *Nutrition Bulletin*, 35(3), 245–253. <http://doi.org/10.1111/j.1467-3010.2010.01843.x>
- DEFRA. (2017). *Food Statistics Pocketbook 2017*. London. Retrieved from <https://www.gov.uk/government/statistics/food-statistics-pocketbook-2017>
- Department for Education. (2016). *School food in England: Departmental advice for governing boards*. London. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551813/School_food_in_England.pdf
- Department for Education. (2017). *Schools, Pupils, and Their Characteristics*. London. Retrieved from <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000878/index.shtml>
- Department for Education. (2018). Boost to support disadvantaged families during the holidays. Retrieved April 26, 2018, from <https://www.gov.uk/government/news/boost-to-support-disadvantaged-families-during-the-holidays>
- Department for Housing Communities & Local Government. (2015). *The English Indices of Deprivation 2015*. London. Retrieved from <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>
- Department for Work & Pensions. (2015). 2010 to 2015 Government Policy: Employment. Retrieved December 5, 2018, from <https://www.gov.uk/government/publications/2010-to-2015-government-policy-employment/2010-to-2015-government-policy-employment>
- Department for Work & Pensions. (2017a). Households Below Average Income, 1994/95 to 2015/16: Children (Time Series - Percentage in low income. Retrieved from <https://www.gov.uk/government/statistics/households-below-average-income-199495-to-201516>
- Department for Work & Pensions. (2017b). Universal Credit: further information for families. Retrieved April 26, 2018, from <https://www.gov.uk/government/publications/universal-credit-and-your-family-quick-guide/universal-credit-further-information-for-families>
- Dickerson, A., & Popli, G. (2015). Persistent poverty and children's cognitive development:

- Evidence from the UK Millennium Cohort Study. *Journal of the Royal Statistical Society*, 179, 535–558. <http://doi.org/10.1111/rssa.12128>
- Dimbleby, H., & Vincent, J. (2013). *The School Food Plan*. London: School Food Plan.
- Diss, O., & Jarvie, M. (2016). *Unfinished Business: Where next for extended schools?* London: CPAG & Family & Childcare Trust.
- Domone, S., Mann, S., Wade, M., & Beedie, C. (2016). *The Feasibility , Scalability And Outcomes Of Cardiorespiratory Fitness Testing In Primary School Children About ukactive*. London. Retrieved from www.ukactive.com
- Donin, A. S., Nightingale, C. M., Owen, C. G., Rudnicka, A. R., McNamara, M. C., Prynne, C. J., ... Whincup, P. H. (2010). Nutritional composition of the diets of South Asian, black African-Caribbean and white European children in the United Kingdom: The child heart and health study in England (CHASE). *British Journal of Nutrition*, 104(2), 276–285. <http://doi.org/10.1017/S000711451000070X>
- Dowler, E. A., & Caraher, M. (2003). Local Food Projects : The New Philanthropy ? *The Political Quarterly*, 74, 57–65.
- Dowler, E. A., & O'Connor, D. (2011). Rights-based approaches to addressing food poverty and food insecurity in Ireland and UK. *Social Science & Medicine*, 74(1), 44–51. <http://doi.org/10.1016/j.socscimed.2011.08.036>
- Dowler, E., & Lambie-Mumford, H. (2015). How Can Households Eat in austerity? Challenges for Social Policy in the UK. *Social Policy and Society*, 14(03), 417–428. <http://doi.org/10.1017/S1474746415000032>
- Dowler, E., Turner, S., & Dobson, B. (2001). *Poverty Bites: Food, health and poor families* London: CPAG.
- Drewnowski, A., & Specter, S. E. (2004). Poverty and obesity : the role of energy density and energy costs. *The American Journal of Clinical Nutrition*, 79, 6–16.
- DWP. (2017). Households below average income (HBAI) statistics. Retrieved from <https://www.gov.uk/government/collections/households-below-average-income-hbai--2>
- Dwyer, P., & Wright, S. (2017). What it's like to transition on to Universal Credit. Retrieved October 29, 2018, from <https://theconversation.com/what-its-like-to-transition-on-to-universal-credit-85190>
- Edmunds, L. D., & Ziebland, S. (2002). Development and validation of the Day in the Life Questionnaire (DILQ) as a measure of fruit and vegetable questionnaire for 7 – 9 year olds. *Health Education Research*, 17(2), 211–220.
- Evans, C. E. L., & Harper, C. E. (2009). A history and review of school meal standards in the UK. *Journal of Human Nutrition and Dietetics*, 22(2), 89–99. <http://doi.org/10.1111/j.1365-277X.2008.00941.x>
- Evans, C. E. L., Hutchinson, J., Christian, M. S., Hancock, C., & Cade, J. E. (2018). Measures of low food variety and poor dietary quality in a cross-sectional study of London school

- children. *European Journal of Clinical Nutrition*, 72(11), 1497–1505.
<http://doi.org/10.1038/s41430-017-0070-1>
- Evans, C. E. L., Mandl, V., Christian, M. S., & Cade, J. E. (2016). Impact of school lunch type on nutritional quality of English children's diets. *Public Health Nutrition*, 19(01), 36–45.
<http://doi.org/10.1017/S1368980015000853>
- Exley, S. (2016). Inside and outside the school gates: impacts of poverty on children's education. In J. Tucker (Ed.), *Improving Children's Life Chances* (pp. 38–48). London: CPAG.
- Experian Limited. (2007). Experian Demographic Data, 2004-2005 and 2008-2011. UK Data Service. SN: 5738. Retrieved from <http://doi.org/10.5255/UKDA-SN-5738-1>
- FAO. (2011). FAO. Retrieved from www.fao.org
- FAO. (2015). *The State of Food Insecurity in the World*. Rome: FAO.
- Feeding Britain. (2017). *Ending Hunger in the Holidays*. London: Feeding Britain.
- Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, 4(1), 6–16. <http://doi.org/10.1177/1558689809349691>
- Fell, B., & Hewstone, M. (2015). *Psychological perspectives on poverty in the UK*. Joseph Rowntree Foundation. York.
- Fielden, A. L., Sillence, E., & Little, L. (2011). Children's understandings' of obesity, a thematic analysis. *International Journal of Qualitative Studies on Health and Well-Being*, 6(3), 7170–7183. <http://doi.org/10.3402/qhw.v6i3.7170>
- Finney, N., Kapadia, D., & Peters, S. (2015). *How are poverty, ethnicity and social networks related?* York. Retrieved from <http://www.jrf.org.uk/publications/how-are-poverty-ethnicity-and-social-networks-related>
- Food Research and Action Center. (2017). *Hunger Doesn't Take A Vacation: Summer Nutrition Status Report*. Washington.
- Forsey, A. (2017). *Hungry Holidays: A report on hunger amongst children during school holidays*. London. Retrieved from [http://www.frankfield.com/upload/docs/Hungry Holidays.pdf](http://www.frankfield.com/upload/docs/Hungry%20Holidays.pdf)
- Forsey, A., & Mason, L. (2015). *A route map to ending hunger as we know it in the United Kingdom: Feeding Britain in 2015-16*. London. Retrieved from www.feedingbritain.com
- Foster, E., & Adamson, A. J. (2012). Development and validation of the Young Person's Food Atlas. *Proceedings of the Nutrition Society*, 71 (OCE2)(E195).
<http://doi.org/10.1017/S0029665112002522>
- Foster, E., Matthews, J. N., Nelson, M., Harris, J. M., Mathers, J. C., & Adamson, A. J. (2006). Accuracy of estimates of food portion size using food photographs – the importance of using age-appropriate tools. *Public Health Nutrition*, 9(04), 509–514.
<http://doi.org/10.1079/PHN2005872>
- Fram, M. S., Frongillo, E. a, Jones, S. J., Williams, R. C., Burke, M. P., DeLoach, K. P., & Blake, C. E. (2011). Children are aware of food insecurity and take responsibility for managing food

- resources. *The Journal of Nutrition*, 141(6), 1114–1119. <http://doi.org/10.3945/jn.110.135988>
- Fuller, S., Kershaw, P., & Pulkingham, J. (2008). Constructing “active citizenship”: Single mothers, welfare, and the logics of voluntarism. *Citizenship Studies*, 12(2), 157–176. <http://doi.org/10.1080/13621020801900119>
- Galobardes, B., Smith, G. D., & Lynch, J. W. (2006). Systematic review of the influence of childhood socioeconomic circumstances on risk for cardiovascular disease in adulthood. *Annals of Epidemiology*, 16(2), 91–104. <http://doi.org/10.1016/j.annepidem.2005.06.053>
- Garner, R. (2016, April 5). Give children free meals during school holidays to stop them starving, teachers urge. *The Independent*. Retrieved from <https://www.independent.co.uk/news/education/education-news/give-children-free-meals-during-school-holidays-to-stop-them-starving-teachers-urge-a6969581.html>
- Garthwaite, K. (2017). “I feel I’m giving something back to society”: constructing the ‘active citizen’ and responsabilising food bank use. *Social Policy and Society*, 16(2), 283–292.
- Garthwaite, K. A., Collins, P. J., & Bamba, C. (2015). Food for thought: an ethnographic study of negotiating ill health and food insecurity in a UK foodbank. *Social Science & Medicine*, 132, 38–44. <http://doi.org/10.1016/j.socscimed.2015.03.019>
- Ghate, D., & Hazel, N. (2002). *Parenting In Poor Environments*. London.
- Gibson, F. (2007). Conducting focus groups with strategies for success. *Journal of Research in Nursing*, 12(5), 473–483. <http://doi.org/10.1177/17449871079791>
- Gill, O., & Sharma, N. (2004). *Food Poverty in the School Holidays*. London.
- Ginn, A., Majumdar, A., Carr, M., Eastwood, G., & Menger, B. (2016). Mapping access to community-developed healthy food baskets including cost and availability. *Health Education Journal*, 1–14. <http://doi.org/10.1177/0017896916632789>
- Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine.
- Goisis, A., Sacker, A., & Kelly, Y. (2016). Why are poorer children at higher risk of obesity and overweight ? A UK cohort study. *The European Journal of Public Health*, 26(1), 7–13. <http://doi.org/10.1093/eurpub/ckv219>
- Gooding, P. (2012). *Consumer Prices Index and Retail Prices Index: The 2009 Basket of Goods and Services*. Cardiff. Retrieved from www.ons.gov.uk
- Gordon, D., Mack, J., Lansley, S., Main, G., Nandy, S., Patios, D., & Pomati, M. (2013). *Impoverishment in the UK. PSE UK First Results*.
- Gorin, S., Hooper, C.-A., Dyson, C., & Cabral, C. (2008). Ethical Challenges in Conducting Research with Hard to Reach Families. *Child Abuse Review*, 17, 275–287. <http://doi.org/10.1002/car.1031>
- Graham, L. (2014). *170 Days*. London: Winston Churchill Memorial Trust.
- Graham, L., & Defeyter, M. A. (2014). *Filling the Holiday Hunger Gap. Position Paper on behalf of the All-Party Parliamentary Group (APPG) on School Food*. Manchester.

- Graham, P. L., Crilley, E., Stretesky, P., Long, M., Palmer, K. J., & Defeyter, M. G. A. (2016). School holiday food provision in the UK: A qualitative investigation of needs, benefits and potential for development. *Frontiers in Public Health*, 4(172).
<http://doi.org/10.3389/fpubh.2016.00172>
- Graham, P. L., Russo, R., & Defeyter, M. A. (2015). The Advantages and Disadvantages of Breakfast Clubs According to Parents, Children, and School Staff in the North East of England, UK. *Frontiers in Public Health*, 3(June). <http://doi.org/10.3389/fpubh.2015.00156>
- Graham, R., Stolte, O., Hodgetts, D., & Chamberlain, K. (2016). Nutritionism and the construction of ‘poor choices’ in families facing food insecurity. *Journal of Health Psychology*, 135910531666987. <http://doi.org/10.1177/1359105316669879>
- Greater London Authority, & Ipsos MORI. (2013). *Child Hunger in London: Understanding Food Poverty in the Capital*. London. Retrieved from
http://www.london.gov.uk/sites/default/files/GLA_Child_Hunger_in_London_FINAL_1.pdf
- Guba, E. G., & Lincoln, Y. S. (1994). Competing Paradigms in Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks: SAGE Publications Ltd.
- Hanson, K. L., Connor, L., Olson, C. M., Mills, G., Hanson, K. L., Connor, L., ... Mills, G. (2016). Household Instability and Unpredictable Earnings Hinder Coping in Households with Food Insecure Children. *Journal of Poverty*, 20(4), 464–483.
<http://doi.org/10.1080/10875549.2016.1141382>
- Harcourt, D., & Sargeant, J. (2011). The challenges of conducting ethical research with children. *Education Inquiry*, 2(3), 421–436. <http://doi.org/10.3402/edui.v2i3.21992>
- Hardill, I., & Baines, S. (2011). *Enterprising Care? Unpaid voluntary action in the 21st century*. Bristol: The Policy Press.
- Harvey-Golding, L., Donkin, L. M., Blackledge, J., & Defeyter, M. A. (2015). Universal Free School Breakfast: A Qualitative Model for Breakfast Behaviors. *Frontiers in Public Health*, 3(June), 1–12. <http://doi.org/10.3389/fpubh.2015.00154>
- Harvey-Golding, L., Donkin, L. M., & Defeyter, M. A. (2016). Universal Free School Breakfast: A Qualitative Process Evaluation According to the Perspectives of Senior Stakeholders. *Frontiers in Public Health*, 4(August), 1–14. <http://doi.org/10.3389/fpubh.2016.00161>
- Harvey, K. (2016). “When I go to bed hungry and sleep, I’m not hungry”: children and parents’ experiences of Food Insecurity. *Appetite*. <http://doi.org/10.1016/j.appet.2016.01.004>
- Hastings, A., Bailey, N., Bramley, G., Gannon, M., & Watkins, D. (2015). *The Cost of the Cuts: The Impact on Local Government and Poorer Communities. Joseph Rowntree Foundation Report*. York.
- Hill, K., Davis, A., Hirsch, D., & Marshall, L. (2016). *Falling short: the experiences of families below the Minimum Income Standard*. York. Retrieved from
<https://www.jrf.org.uk/report/falling-short-experiences-families-below-minimum-income->

standard

- HM Treasury. (2018). Soft Drinks Industry Levy comes into effect. Retrieved April 25, 2018, from <https://www.gov.uk/government/news/soft-drinks-industry-levy-comes-into-effect>
- Holmes, B., Dick, K., & Nelson, M. (2007). A comparison of four dietary assessment methods in materially deprived households in England. *Public Health Nutrition*, 11(5), 444–456. <http://doi.org/10.1017/S1368980007000559>
- Holmes, B., & Nelson, M. (2009). The strengths and weaknesses of dietary survey methods in materially deprived households in England: a discussion paper. *Public Health Nutrition*, 12(8), 1157–1164. <http://doi.org/10.1017/S1368980008004382>
- Hughes, R. J., Edwards, K. L., Clarke, G. P., Evans, C. E. L., Cade, J. E., & Ransley, J. K. (2012). Childhood consumption of fruit and vegetables across England: a study of 2306 6 – 7 year olds in 2007. *British Journal of Nutrition*, 108, 733–742. <http://doi.org/10.1017/S0007114511005939>
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, 18(1), 3–20. <http://doi.org/10.1177/1525822X05282260>
- Jones, N. R. V., Tong, T. Y. N., & Monsivais, P. (2018). Meeting UK dietary recommendations is associated with higher estimated consumer food costs: An analysis using the National Diet and Nutrition Survey and consumer expenditure data, 2008-2012. *Public Health Nutrition*, 21(5), 948–956. <http://doi.org/10.1017/S1368980017003275>
- Jones, N. R. V., Conklin, A. I., Suhrcke, M., & Monsivais, P. (2014). The Growing Price Gap between More and Less Healthy Foods: Analysis of a Novel Longitudinal UK Dataset. *PLoS ONE*, 9(10). <http://doi.org/10.1371/journal.pone.0109343>
- Jones, N. R. V., Conklin, A. I., Suhrcke, M., & Monsivais, P. (2014). The Growing Price Gap between More and Less Healthy Foods : Analysis of a Novel Longitudinal UK Dataset. *PLoS ONE*, 9(10), 1–8. <http://doi.org/10.1371/journal.pone.0109343>
- Joyce, R. (2018). Poverty and low pay in the UK: the state of play and the challenges ahead. Retrieved October 18, 2018, from <https://www.ifs.org.uk/publications/11696>
- Jyoti, D. F., Frongillo, E. a, Jones, S. J., & Al, J. E. T. (2005). Community and International Nutrition Food Insecurity Affects School Children ' s Academic Performance , Weight Gain , and Social Skills 1 – 3. *Journal of Nutrition*, 135(12), 2831–2839.
- Kelemen, M., Mangan, A., & Moffat, S. (2017). More Than a ‘Little Act of Kindness’? Towards a Typology of Volunteering as Unpaid Work. *Sociology*, 51(6), 1239–1256. <http://doi.org/10.1177/0038038517692512>
- Kell, E., & Roycroft, G. (2015). *Food for thought: promoting healthy diets among children and young people*. London.
- Kellogg's. (2015). *Isolation and Hunger : the reality of the school holidays for struggling families*. Manchester. Retrieved from <http://pressoffice.kelloggs.co.uk/Going-hungry-so-their-children->

- can-eat-Third-of-parents-on-lower-incomes-have-skipped-meals-during-school-holidays
- Kipping, R. R., Jago, R., & Lawlor, D. A. (2010). Diet outcomes of a pilot school-based randomised controlled obesity prevention study with 9 – 10 year olds in England. *Preventive Medicine*, 51(1), 56–62. <http://doi.org/10.1016/j.ypmed.2010.04.011>
- Kitchen, S., Tanner, E., Brown, V., Natcen, C. P., Crawford, C., & Dearden, L. (2013). *Evaluation of the Free School Meals Pilot Impact Report*. London. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/184047/DFE-RR227.pdf
- Kneafsey, M., Owen, L., Bos, E., Broughton, K., & Lennartsson, M. (2017). Capacity building for food justice in England: the contribution of charity-led community food initiatives. *Local Environment*, 22(5), 1–14. <http://doi.org/10.1080/13549839.2016.1245717>
- La Placa, V., & Corlyon, J. (2016). Unpacking the Relationship between Parenting and Poverty : Theory , Evidence and Policy. *Social Policy and Society*, 15(1), 11–28. <http://doi.org/10.1017/S1474746415000111>
- Lambie-Mumford, H. (2013). ‘Every Town Should Have One’: Emergency Food Banking in the UK. *Journal of Social Policy*, 42(1), 73–89. <http://doi.org/10.1017/S004727941200075X>
- Lambie-Mumford, H. (2017). *Hungry Britain: The rise of food charity*. Bristol: Policy Press.
- Lambie-Mumford, H., & Dowler, E. (2015). Hunger, Food Charity and Social Policy – Challenges Faced by the Emerging Evidence Base. *Social Policy and Society*, 14(03), 497–506. <http://doi.org/10.1017/S1474746415000172>
- Lambie-Mumford, H., & Green, M. A. (2017). Austerity, welfare reform and the rising use of food banks by children in England and Wales. *Area*, 49(3), 273–279. <http://doi.org/10.1111/area.12233>
- Lambie-Mumford, H., & Sims, L. (2018). ‘Feeding Hungry Children’: The Growth of Charitable Breakfast Clubs and Holiday Hunger Projects in the UK. *Children & Society*, 32(3), 244–254. <http://doi.org/10.1111/chso.12272>
- Lambie-Mumford, Crossley, D., Jensen, E., Verbeke, M., & Dowler, E. (2014). *Household Food Security in the UK: A Review of Food Aid*. London. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283071/household-food-security-uk-140219.pdf
- Leeser, R. (2016). *English Indices of Deprivation 2015*. London. Retrieved from <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>
- Leung, C. W., Tester, J. M., Rimm, E. B., & Willett, W. C. (2017). SNAP Participation and Diet-Sensitive Cardiometabolic Risk Factors in Adolescents. *American Journal of Preventive Medicine*, 52(2S2), S127–S137. <http://doi.org/10.1016/j.amepre.2016.06.011>
- Lewis, J., & McNaughton Nicholls, C. (2014). Design Issues. In J. Ritchie, J. Lewis, C. McNaughton Nicholl, & R. Ormston (Eds.), *Qualitative Research Practice*. London: SAGE Publications Ltd.

- Livingstone, M. B. E., & Robson, P. (2000). Measurement of dietary intake in children. *Proceedings of the Nutrition Society*, 59(2000), 279–293.
<http://doi.org/10.1017/S0029665100000318>
- Livingstone, M. B. E., Robson, P. J., & Wallace, J. M. W. (2004). Issues in dietary intake assessment of children and adolescents. *British Journal of Nutrition*, 92(S2), 213–222.
<http://doi.org/10.1079/BJN20041169>
- Local Government Association. (2014). *Under pressure - How councils are planning for future cuts*. London: Local Government Association. Retrieved from
<http://www.local.gov.uk/documents/10180/5854661/Under+pressure.pdf/0c864f60-8e34-442a-8ed7-9037b9c59b46>
- Long, M. A., Stretesky, P. B., Graham, P. L., Palmer, K. J., Steinbock, E., & Defeyter, M. A. (2018). The impact of holiday clubs on household food insecurity - A pilot study. *Health and Social Care in the Community*, 26(2), e261–e269. <http://doi.org/10.1111/hsc.12507>
- Loopstra, R. (2018). Interventions to address household food insecurity in high-income countries. In *Proceedings of the Nutrition Society* (pp. 1–12). Proceedings of the Nutrition Society.
<http://doi.org/10.1017/S002966511800006X>
- Loopstra, R., Fledderjohann, J., Reeves, A., & Stuckler, D. (2016). The impact of benefit sanctioning on food insecurity: a dynamic cross-area study of food bank usage in the UK. *Oxford University Sociology Working Papers*, (3), 1–28.
- Loopstra, R., & Tarasuk, V. (2015). Food Bank Usage Is a Poor Indicator of Food Insecurity: Insights from Canada. *Social Policy and Society*, 14(03), 443–455.
<http://doi.org/10.1017/S1474746415000184>
- Lundy, L. (2009). ‘Voice’ is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), 927–942. <http://doi.org/10.1080/01411920701657033>
- Macdiarmid, J., Loe, J., Craig, L. C. A., Masson, L. F., Holmes, B., & McNeill, G. (2009). Meal and snacking patterns of school-aged children in Scotland. *European Journal of Clinical Nutrition*, 63(11), 1297–1304. <http://doi.org/10.1038/ejcn.2009.87>
- Mann, E., Long, M. A., Stretesky, P. B., & Defeyter, M. A. (2018). A question of justice: Are holiday clubs serving the most deprived communities in England? *Local Environment*, 23(10), 1008–1022. <http://doi.org/10.1080/13549839.2018.1518415>
- Marmot, M. (2010). *The Marmot Review: Fair society, healthy lives*. London. Retrieved from www.ucl.ac.uk/marmotreview
- Martin, M. S., Maddocks, E., Chen, Y., Gilman, S. E., & Colman, I. (2016). Food insecurity and mental illness: disproportionate impacts in the context of perceived stress and social isolation. *Public Health*, in press. <http://doi.org/10.1016/j.puhe.2015.11.014>
- Matthews, A., Brennan, G., Kelly, P., Mcadam, C., Mutrie, N., & Foster, C. (2012). “Don’t wait for them to come to you, you go to them”. A qualitative study of recruitment approaches in

- community based walking programmes in the UK. *BMC Public Health*, 12(635), 1–11.
Retrieved from <http://www.biomedcentral.com/1471-2458/12/635%0ARESEARCH>
- Mayor's Fund for London. (n.d.). Kitchen Social. Retrieved September 8, 2018, from <https://www.mayorsfundforlondon.org.uk/kitchen-social/>
- Mayor's Fund for London. (2016). *More Than Just Food: Pioneering a new holiday provision campaign*. London: Mayor's Fund for London.
- McCarry, M. (2012). International Journal of Social Who benefits ? A critical reflection of children and young people's participation in sensitive research. *International Journal of Social Research Methodology*, 15(1), 55–68. <http://doi.org/10.1080/13645579.2011.568196>
- McConnon, L., Morgan, K., Godwin, J. Van, Hawkins, J., Bond, A., & Fletcher, A. (2017). *Food and Fun School Holiday Enrichment Programme 2016*. Cardiff: Welsh Local Government Association.
- McCulloch, A., Mohan, J., & Smith, P. (2012). Patterns of social capital, voluntary activity, and area deprivation in England. *Environment and Planning A*, 44(5), 1130–1147.
<http://doi.org/10.1068/a44274>
- McGuinness, F. (2017). *Poverty in the UK: statistics*. London: House of Commons Library.
Retrieved from www.parliament.uk/commons-library %7C intranet.parliament.uk/commons-library
- Meadows, P. (2008). Local initiatives to help workless people find and keep paid work. Retrieved October 18, 2018, from <https://www.jrf.org.uk/report/local-initiatives-help-workless-people-find-and-keep-paid-work>
- Messias, D. K. H., De Jong, M. K., & McLoughlin, K. (2005). Being Involved and Making a Difference. *Journal of Holistic Nursing*, 23(1), 70–88.
<http://doi.org/10.1177/0898010104272023>
- Mills, H. (1996, August 11). Breadline Britain: Malnutrition is devastating the poor on a scale not seen since the Thirties. *The Observer*.
- Mohan, J. (2011). *Mapping the Big Society: perspectives from the Third Sector Research Centre* (No. 62). Birmingham: Third Sector Research Centre. Retrieved from <http://www.birmingham.ac.uk/generic/tsrc/documents/tsrc/working-papers/working-paper-62.pdf>
- Moore, G. F., Murphy, S., Chaplin, K., Lyons, R. A., Atkinson, M., & Moore, L. (2013). Impacts of the Primary School Free Breakfast Initiative on socio-economic inequalities in breakfast consumption among 9-11-year-old schoolchildren in Wales. *Public Health Nutrition*, 17(6), 1280–1289. <http://doi.org/10.1017/S1368980013003133>
- Moore, G. F., Tapper, K., Murphy, S., Clark, R., Lynch, R., & Moore, L. (2007). Validation of a self-completion measure of breakfast foods, snacks and fruits and vegetables consumed by 9- to 11-year-old schoolchildren. *European Journal of Clinical Nutrition*, 61, 420–430.
<http://doi.org/10.1038/sj.ejcn.1602531>

- Moore, G. F., Tapper, K., Murphy, S., Lynch, R., Raisanen, L., Pimm, C., & Moore, L. (2007). Associations between deprivation, attitudes towards eating breakfast and breakfast eating behaviours in 9–11 year olds. *Public Health Nutrition*, 10(6), 582–589.
<http://doi.org/10.1017/S1368980007699558>
- Moore, L., & Moore, G. F. (2011). Public health evaluation: which designs work, for whom and under what circumstances? *Journal of Epidemiology and Community Health*, 65(7), 596–597.
<http://doi.org/10.1136/jech.2009.093211>
- Morgan, D. L. (1997). *Focus Groups As Qualitative Research*. London: SAGE Publications Ltd.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification Strategies for Establishing Reliability and Validity in Qualitative Research. *International Journal of Qualitative Methods*, 1(2), 13–22. <http://doi.org/10.1177/160940690200100202>
- Murphy, S., Moore, G., Tapper, K., Lynch, R., Clarke, R., Raisanen, L., ... Moore, L. (2010). Free healthy breakfasts in primary schools: A cluster randomised controlled trial of a policy intervention in Wales, UK. *Public Health Nutrition*, 14(2), 219–226.
<http://doi.org/10.1017/S1368980010001886>
- National Audit Office. (2018). *Rolling Out Universal Credit*. London. Retrieved from <https://www.nao.org.uk/report/rolling-out-universal-credit/>
- Nelson, M., Erens, B., Bates, B., Church, S., & Boshier, T. (2007). *Low Income Diet & Nutrition Survey*. Norwich: The Stationary Office. Retrieved from <http://multimedia.food.gov.uk/multimedia/pdfs/lidnssummary.pdf>
- NEU. (2018). NEU survey: Teachers witnessing distressing new levels of child poverty this winter in schools. Retrieved December 27, 2018, from <https://neu.org.uk/latest/neu-survey-teachers-witnessing-distressing-new-levels-child-poverty-winter-schools>
- Nord, M., & Romig, K. (2006). Hunger in the Summer. *Journal of Children and Poverty*, 12(2), 141–158. <http://doi.org/10.1080/10796120600879582>
- ONS. (2017). *Persistent poverty in the UK and EU: 2015*. Newport.
- ONS. (2018). Effects of taxes and benefits on UK household income – flash estimate: Financial year ending 2018. Retrieved November 28, 2018, from <https://www.ons.gov.uk/peoplepopulationandcommunity/personalandhouseholdfinances/incomeandwealth/bulletins/nowcastinghouseholdincomeintheuk/financialyearending2018>
- Paechter, M., Luttenberger, S., Macher, D., Papousek, I., Weiss, E. M., & Fink, A. (2015). The Effects of Nine-Week Summer Vacation: Losses in Mathematics and Gains in Reading. *EURASIA Journal of Mathematics, Science & Technology Education*, 11(6), 1339–1413.
<http://doi.org/10.12973/eurasia.2015.1397a>
- Pawson, R., & Tilley, N. (1997). *Realistic Evaluation*. London: SAGE Publications Ltd.
- Pereira, A. L., Handa, S., & Holmqvist, G. (2017). *Prevalence and Correlates of Food Insecurity among Children across the Globe* (Innocenti Working Paper 2017-09). Florence. Retrieved from https://www.unicef-irc.org/publications/pdf/IWP_2017_09.pdf

- Petrie, S. (2015). "Commodifying" Children: The impact of markets in services for children in the United Kingdom. *International Journal of Child, Youth and Family Studies*, 6(2), 275–294.
- Pickett, K. E., & Wilkinson, R. G. (2008). People like us: ethnic group density effects on health. *Ethnicity and Health*, 13(4), 321–335. <http://doi.org/10.1080/13557850701882928>
- Pidgeon, N., & Henwood, K. (1997). Using Grounded Theory in Psychological Research. In N. Hayes (Ed.), *Doing Qualitative Analysis in Psychology*. Hove: Psychology Press.
- Poppendieck, J. (1998). *Sweet Charity?: Emergency Food and the End of Entitlement*. New York: Viking.
- Power, A. (2012). Social inequality, disadvantaged neighbourhoods and transport deprivation: An assessment of the historical influence of housing policies. *Journal of Transport Geography*, 21, 39–48. <http://doi.org/10.1016/j.jtrangeo.2012.01.016>
- Power, A., Serle, N., & Willmot, H. (2011). *Obstacles and Opportunities : Today's children , tomorrow's families*. London. Retrieved from <http://sticerd.lse.ac.uk/case/>
- Power, M., Doherty, B., Small, N., Teasdale, S., & Pickett, K. E. (2017). All in it Together? Community Food Aid in a Multi-Ethnic Context. *Journal of Social Policy*, 46(3), 1–25. <http://doi.org/10.1017/S0047279417000010>
- Public Health England. (2015). *Childhood obesity: applying All Our Health*. London. Retrieved from <https://www.gov.uk/government/publications/childhood-obesity-applying-all-our-health/childhood-obesity-applying-all-our-health#facts-about-childhood-obesity>
- Public Health England. (2016). *From Plate to Guide: What, why and how for the eatwell model*. London. Retrieved from www.gov.uk/phe
- Purdam, K., Garratt, E. A., & Esmail, A. (2016). Hungry ? Food Insecurity , Social Stigma and Embarrassment in the UK. *Sociology*, 50(6), 1072–1088. <http://doi.org/10.1177/0038038515594092>
- Rai, S. (2015). *Food poverty: School holidays and wider impact*. Sunderland.
- Ransley, J. K., Greenwood, D. C., Cade, J. E., Blenkinsop, S., Schagen, I., Teeman, D., ... Schagen, S. (2007). Does the school fruit and vegetable scheme improve children's diet? A non-randomised controlled trial. *Journal of Epidemiology and Community Health*, 61(8), 699–703. <http://doi.org/10.1136/jech.2006.052696>
- RCPCH & CPAG. (2017). *Poverty and Child Health: Views from the frontline*. London.
- Reiss, F. (2013). Socioeconomic inequalities and mental health problems in children and adolescents: A systematic review. *Social Science and Medicine*, 90, 24–31. <http://doi.org/10.1016/j.socscimed.2013.04.026>
- Richardson, D., Cavill, N., Roberts, K., & Ells, L. (2011). *Measuring diet and physical activity in weight management interventions: a briefing paper*. Oxford.
- Riches, G. (1997). Emerging Strategies. In G. Riches (Ed.), *First World Hunger: Food Security and Welfare Politics* (pp. 165–178). Basingstoke: Macmillan Press.
- Riches, G. (2002). Food Banks and Food Security: Welfare Reform, Human Rights and Social

- Policy. Lessons from Canada? *Social Policy and Administration*, 36(6), 648–663.
- Ridge, T. (2002). *Childhood Poverty and Social Exclusion: the child's perspective*. Bristol: The Policy Press.
- Ridge, T. (2011). The Everyday Costs of Poverty in Childhood: A Review of Qualitative Research Exploring the Lives and Experiences of Low-Income Children in the UK. *Children & Society*, 25, 73–84. <http://doi.org/10.1111/j.1099-0860.2010.00345.x>
- Ridge, T. (2013). 'We are All in This Together'? The Hidden Costs of Poverty, Recession and Austerity Policies on Britain's Poorest Children. *Children & Society*, 27, 406–417. <http://doi.org/10.1111/chso.12055>
- Roberts, K., & Flaherty, S. J. (2010). *Review of dietary assessment methods in public health*. Oxford: National Obesity Observatory.
- Rossen, L. M., & Kobernik, E. K. (2016). Food insecurity and dietary intake among US youth, 2007-2010. *Pediatric Obesity*, 11(3), 187–193. <http://doi.org/10.1111/ijpo.12044>
- Roulston, K. (2010). *Reflexive Interviewing: A guide to theory and practice*. London: SAGE Publications Ltd.
- Rutter, M. (2006). Is sure start an effective preventive intervention? *Child and Adolescent Mental Health*, 11(3), 135–141. <http://doi.org/10.1111/j.1475-3588.2006.00402.x>
- SACN. (2012). *Dietary Reference Values for Energy 2011*. London.
- Salamon, L. M. (1987). Of market failure, voluntary failure and third-party government: toward a theory of government - non profit relations in the mordern welfare state. *Journal of Voluntary Action Research*, 16, 29–49.
- Salamon, L. M., & Toepler, S. (2015). Government – Nonprofit Cooperation: Anomaly or Necessity? *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 26(6), 2155–2177. <http://doi.org/10.1007/s11266-015-9651-6>
- Salway, S., Chowbey, P., Such, E., & Ferguson, B. (2015). Researching health inequalities with Community Researchers: practical, methodological and ethical challenges of an 'inclusive' research approach. *Research Involvement and Engagement*, 1(9), 1–21. <http://doi.org/10.1186/s40900-015-0009-4>
- Scott, C., Sutherland, J., & Taylor, A. (2018). *Affordability of the UK 's Eatwell Guide*. London.
- Seale, C. (2018a). Grounded Theory. In C. Seale (Ed.), *Researching Society and Culture* (4th ed.). London: SAGE Publications Ltd.
- Seale, C. (2018b). Questionnaires and Interviews. In C. Seale (Ed.), *Researching Society and Culture*. London: SAGE Publications Ltd.
- Sellen, P., Huda, N., Gibson, S., & Oliver, L. (2018). *Evaluation of Universal Infant Free School Meals*. London.
- Shemilt, I., Harvey, I., Shepstone, L., Swift, L., Reading, R., Mugford, M., ... Robinson, J. (2004). A national evaluation of school breakfast clubs: Evidence from a cluster randomized controlled trial and an observational analysis. *Child: Care, Health and Development*, 30(5),

- 413–427. <http://doi.org/10.1111/j.1365-2214.2004.00453.x>
- Shinwell, J., & Defeyter, M. A. (2017). Investigation of summer learning loss in the UK - Implications for holiday club provision. *Frontiers in Public Health*, 5.
- Sidebotham, P. (2001). Culture , stress and the parent – child relationship : a qualitative study of parents ’ perceptions of parenting. *Child: Care, Health and Development*, 27(6), 469–485.
- Silverman, D. (2006). *Interpeting Qualitative Data* (3rd Editio). London: SAGE Publications Ltd.
- Simon, A., Owen, C., O’Connell, R., & Brooks, F. (2018). Changing trends in young people’s food behaviour and wellbeing in England in relation to family affluence between 2005 and 2014. *Journal of Youth Studies*, 21(5), 687–700. <http://doi.org/10.1080/13676261.2017.1406599>
- Smith, R., Monaghan, M., & Broad, B. (2002). Involving Young People as Co-Researchers: Facing up to the methodological issues. *Qualitative Social Work*, 1(2), 191–207.
- Steffen, S. L., & Fothergill, A. (2009). 9/11 Volunteerism: A pathway to personal healing and community engagement. *Social Science Journal*, 46(1), 29–46. <http://doi.org/10.1016/j.soscij.2008.12.005>
- Stevenson, J. (1973, August 1). Why Sally starves in the school holidays. *The Daily Mail*.
- Sustain. (2015). *Beyond the Food Bank*. London.
- Taggart, D., Speed, E., & Mehta, J. (2018). Constant anxiety of benefit sanctions is toxic for mental health of disabled people. Retrieved October 29, 2018, from <https://theconversation.com/constant-anxiety-of-benefit-sanctions-is-toxic-for-mental-health-of-disabled-people-105067>
- Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks: SAGE Publications Ltd.
- The Big Lottery Fund. (2017). Big Lottery Fund. Retrieved April 8, 2017, from <https://www.biglotteryfund.org.u>
- The Children’s Society. (2014). *Feeding Britain: A strategy for zero hunger in England, Wales, Scotland and Northern Ireland. Report of the All-Party Parliamentary Inquiry into Hunger in the United Kingdom*. London. Retrieved from www.foodpovertyinquiry.org
- The Guardian. (1964, July 18). More children in need of free food and clothing. *The Guardian*.
- The Guardian. (1972, May 24). Free meals hit trouble at school. *The Guardian*.
- The Guardian. (1976, February 17). Free Meals Axed. *The Guardian*.
- The National Archives. (n.d.). The National Archives Education Service: Britain 1906-1918. Retrieved October 1, 2018, from www.nationalarchives.gov.uk/education/
- Third Sector Research Centre. (2013). *Understanding the UK third sector*. Birmingham: Third Sector Research Centre.
- Thompson, J. L. (2002). The world of the social entrepreneur. *International Journal of Public Sector*, 15(5), 412–431. <http://doi.org/10.1108/09513550210435746>
- Toumpakari, Z., Haase, A. M., & Johnson, L. (2016). Adolescents’ non-core food intake: a description of what, where and with whom adolescents consume non-core foods. *Public*

- Health Nutrition*, 19(09), 1645–1653. <http://doi.org/10.1017/S1368980016000124>
- Townsend, P. (1979). *Poverty in the United Kingdom: A survey of household resources and standards of living*. London: Allen Lane.
- Trussell Trust. (2018a). *The Next Stage of Universal Credit: Moving onto the new benefit system and foodbank use*. Salisbury: Trussell Trust. Retrieved from <https://www.trusselltrust.org/what-we-do/research-advocacy/universal-credit-and-foodbank-use/>
- Trussell Trust. (2018b). Trussell Trust. Retrieved September 20, 2017, from <https://www.trusselltrust.org/news-and-blog/latest-stats/>
- Trust for London. (2018). London's Poverty Profile. Retrieved March 11, 2018, from <https://www.trustforlondon.org.uk/data/populations/children/>
- UKPOL. (n.d.). Fred Jowett – 1914 Speech on School Meals. Retrieved October 1, 2018, from <http://www.ukpol.co.uk/fred-jowett-1914-speech-on-school-meals/>
- UNICEF. (1992). *The United Nations Convention on the Rights of the Child*. London: UNICEF. Retrieved from [unicef.org.uk](http://www.unicef.org.uk)
- Unison. (2016). *A future at risk Cuts in youth services*. London: Unison. Retrieved from <https://www.unison.org.uk/content/uploads/2016/08/23996.pdf>
- Valadez-Martinez, L., & Hirsch, D. (2017). *Compilation of child poverty local indicators, update to September 2017*. London. Retrieved from <https://www.endchildpoverty.org.uk/poverty-in-your-area-2018/>
- Van Selm, M., & Jankowski, N. W. (2006). Conducting Online Surveys. *Quality and Quantity*, 40(3), 435–456. <http://doi.org/10.1007/s11135-005-8081-8>
- Verhoeven, I., & Tonkens, E. (2013). Talking Active Citizenship: Framing Welfare State Reform in England and the Netherlands. *Social Policy and Society*, 12(3), 415–426. <http://doi.org/10.1017/S1474746413000158>
- Vieux, F., Maillot, M., Constant, F., & Drewnowski, A. (2017). Water and beverage consumption patterns among 4 to 13-year-old children in the United Kingdom. *BMC Public Health*, 17(479), 1–12. <http://doi.org/10.1186/s12889-017-4400-y>
- Voluntary Action Fund. (2018). *Glasgow Children's Summer Food Programme 2018: Monitoring and Evaluation Report October 2018*. Glasgow: Voluntary Action Fund.
- von Hippel, P. T., & Workman, J. (2016). From Kindergarten Through Second Grade, U.S. Children's Obesity Prevalence Grows Only During Summer Vacations. *Obesity*, 24(11), 2296–2300. <http://doi.org/10.1002/oby.21613>
- Vucic, V., Glibetic, M., Novakovic, R., Ngo, J., Ristic-Medic, D., Tepsic, J., ... Gurinovic, M. (2009). Dietary assessment methods used for low-income populations in food consumption surveys: A literature review. *British Journal of Nutrition*, 101(Suppl.2), S95–S101. <http://doi.org/10.1017/S0007114509990626>
- Wang, D., & Stewart, D. (2013). The implementation and effectiveness of school-based nutrition

- promotion programmes using a health-promoting schools approach: a systematic review. *Public Health Nutrition*, 16(06), 1082–1100. <http://doi.org/10.1017/S1368980012003497>
- Weichselbaum, E., & Buttriss, J. L. (2014). Diet, nutrition and schoolchildren: An update. *Nutrition Bulletin*, 39(1), 9–73. <http://doi.org/10.1111/nbu.12071>
- Weinreb, L., Wehler, C., Perloff, J., Scott, R., Hosmer, D., Sagor, L., & Gundersen, C. (2002). Hunger: its impact on children's health and mental health. *Pediatrics*, 110(4), e41. <http://doi.org/10.1542/peds.110.4.e41>
- Weiss, R. S. (1994). *Learning From Strangers: The art and method of qualitative interview studies*. New York: The Free Press.
- Wilkinson, S. (2015). Focus Groups. In J. A. Smith (Ed.), *Qualitative Psychology* (pp. 199–211). Los Angeles: SAGE Publications Ltd.
- Willig, C. (2013). *Introducing Qualitative Research in Psychology* (Third). Maidenhead: Open University Press.
- Wolhuter, C. (2016). *A study summary of Holiday Kitchen 2015: Learning, food and play for families who need it most*. West Bromwich: Accord Housing Association.
- World Health Organization. (2003). *Diet, nutrition and the prevention of chronic diseases*. Geneva.
- Wright, S., Scullion, L., & Dwyer, P. (2018). Universal Credit is built around flawed incentives that are doing real damage – fixing it is essential. Retrieved October 29, 2018, from <https://theconversation.com/universal-credit-is-built-around-flawed-incentives-that-are-doing-real-damage-fixing-it-is-essential-105202>
- Wrigley, N. (2002). 'Food Deserts' in British Cities: Policy Context and Research Priorities. *Urban Studies*, 39(11), 2029–2040. <http://doi.org/10.1080/004209802200001134>